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ABSTRACT

The purposes of this study of day care services in an Appalachian region were: (1) to examine the families involved in day care so that their criteria used in selecting day care services could be identified, (2) to investigate the attitudes of the families with regard to the day care services available, (3) to determine the relation of day care services to selected variables involving the family unit, and (4) to survey the existing community resources providing day care for school age children (ages 5-12). The first three objectives were emphasized in the first of the research. Subjects for this phase were the families of 247 children (ages 1-6) who were receiving services from two day care centers in Cookeville, Tennessee. Instruments were developed and field tested to measure family attitudes. The fourth objective was stressed in the second phase of the study. Subjects were the directors of before-and after-school day care homes and programs, and the services that they provided. Data revealed that these programs had adequate physical facilities but were lacking in educational equipment. There were not enough of these day care programs to meet the needs of the community. (DP)

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FINAL REPORT

GRANT NO. OCD-CB-225

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STUDY OF DAY CARE SERVICES IN SEMI-URBAN APPALACHIA

AUGUST 31, 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF CHILD DEVELOPMENT

PS 007288

Executive Summary

Impact of day care experiences on young children as well as on the family structure has been an area of concern. More data is needed on the criteria used by the family unit in the selection, retention, and evaluation of day care services.

For school age children (ages 5-12) in a community, it is not uncommon to observe a dearth of information concerning day care homes or programs available for before and/or after school day care. Directories of available community resources for before/or after school day care for school age children are needed in every community. Identification and evaluation of these facilities will enable parents to provide reliable care for children outside of the family household.

The purposes of this study were to: (1) examine the families involved in day care to establish the criteria used in selection of day care services, (2) examine the families involved in day care to establish how satisfied they are with services available, (3) determine the relation of day care services to selected variables involving the family unit, and (4) survey the existing community resources providing day care for school age children (ages 5-12). The first three purposes listed above were included in phase one of the study. The fourth purpose involving a survey of before-after school day care facilities for school age children constituted the second phase of the study.

The subjects in the first phase of the study were the families of 247 children (ages 1-6) that were receiving or had received day care services from the Model Cities Agency of Cookeville or the L.B.J.&C. Development Corporation. These two day care centers were located within the city limits of Cookeville, Tennessee.

The subjects in the second phase of the study were the operators/directors of before-after school day care homes/programs and their respective day care homes/programs. These services were provided for school age children (ages 5-12).

Instruments were developed to measure the attitudes of the families in the study concerning services provided by day care centers and to evaluate the before-after school day care homes/programs for school age children. The instruments were field-tested and then administered by trained interviewers to collect data for the study.

Findings from phase one of the study revealed the social worker with the day care centers was found to provide more information to the participants in the day care programs concerning available day care services than any other identifiable source. The main criteria for the selection of a particular day care center was found to be the program provided by the center for the children. The closeness of the day care center to the employment of the parent did not appear to be a major factor in determining the day care service to be used.

A majority of the respondents in the study indicated that they (the parents) examined only one day care center and that

on the basis of this the selection for day care service was made. It was found that the member of the household that made the arrangement for the day care service was almost always the mother of the child.

The main reason for placing the child in a day care service was found to be to enable the parent to work. The providing of school readiness for the child appeared to be the second main reason for placing the child in a day care service.

Learning activities the child needed and learning activities the day care center(s) should provide as perceived by the parents were found to be the same. Positive reactions to the educational component of both day care programs were observed.

The expected maximum educational attainment level and the desired maximum educational attainment level for the child by the parents was not found to be the same. The desired maximum educational attainment level for the child was higher.

When parents were asked to identify other services a day care center should provide or needed to improve, respondents in both day care programs indicated a large number had no idea as to other services needed. Related services such as social services and health care were not readily identified by a number of the respondents.

The family unit was not revealed as having changed substantially since starting to use the day care service. This included data from questions concerning persons no longer residing in the household, new members in the household, marriages and divorces in the family units. Some employment and financial gain were found since the initial use of the day care facilities.

In the second phase of the study, before-after school day care homes/programs were identified. Data revealed most of the situations had the necessary physical facilities but were lacking in educational equipment. Few before-after day care homes for school age children were found in the area. This data emphasized the need for more facilities of this nature for school age children.

Final Report

Grant No. OCD-CB-225

DAY CARE SERVICES IN SEMI-URBAN APPALACHIA

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August 31, 1973

The research reported herein was performed pursuant to a grant with the Office of Child Development, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Child Development position or policy.

U.S. DEPARTMENT OF

HEALTH, EDUCATION, AND WELFARE

Office of Child Development

Preface

This study represents an effort to examine the day care services provided by two day care centers in a semi-urban region in Appalachia. Also this study sought to identify the community resources for before-after school day care service for school age children (ages 5-12) in this immediate area.

Appreciation is expressed to the Model Cities Agency and the L.B.J.&C. Development Corporation for their assistance with the project. Appreciation is also expressed to all the families in the study and the day care homes/programs that assisted in providing data. Special acknowledgment should be made to the project staff for their co-operation and assistance.

Mary N. Ayers
Project Director

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PART I

INTRODUCTION

Part I of this report consists of a summary of the background for the study and the methods and procedures used in conducting the study. Chapter I presents a summary of the background for the study including: a statement of the problem, importance of the study, limitations of the study, definition of terms and a review of the related literature. Chapter II summarizes the preliminary planning for the study, the selection of subjects, the selection and training of interviewers, the construction of the Family Survey Questionnaire and the Day Care for School Age Children Survey Instrument, and a summary of the methods of data analysis.

Chapter I

Background for the Study

Day care may be described as what happens when the child, his immediate environment (the family), and a community resource come together. The term day care may emcompass various programs and administrative patterns. In the past an appropriate aim of day care has been to provide custodial care. Today a broad, educational-developmental approach to day care may be taken. [1]

Large numbers of children spend a great portion of the day in some form of the day care service. Some of the situations are very conducive to social-emotional-physical-intellectual growth but other programs provide limited experiences. Day care services have moved into the area of prominence and promise to extend an even greater influence and change on the education of children and working habits of adult members of the family unit.

The Problem

Statement of the Problem. The purposes of this study were: (1) to examine the families involved in day care to establish the criteria used in selection of day care services, (2) to examine the families involved in day care to establish how satisfied they are with services available, (3) to determine the relation of day care services to selected variables involving the family unit, and (4) to survey the existing community resources providing day care for school age children (ages 5-12). The first three major purposes listed above are included in phase one of the study. The fourth purpose or survey of before-after school day care facilities for school age children constitutes the second phase of the study.

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[1] Greta G. Fein and Alison Clarke-Stewart, Day Care in Context. John Wiley and Sons, c1973, p. 295.

Importance of the Study. There is a need for research related to the extent and nature of the impact produced by day care services. It is important to examine the impact not only on children but also on the family unit. The criteria for the selection of a particular day care service and the member (s) of the family that participate in the decision making process of selecting the services are questions that need examination. The majority of day care arrangements are made by the parents on an informal basis. Data available in the past on these services has been limited.

For school age children (ages 5-12) in a community, it is not uncommon to observe a dearth of information concerning day care homes or programs available for before and/or after school care. Directories of available resources are needed in each community. Identification of these facilities, and evaluation of the environments and programs will enable parents to provide reliable care for children outside of the family home.

Limitations and Delimitations of the Study. The major limitations of this study were as follows: (1) Due to certain mores of the culture in the Appalachia region, words such as 'divorce' used in questions had to be changed to other terminology and (2) in the second phase of the study to identify community resources for school age children, some persons were reluctant to furnish information due to possible restrictions that might be placed on them by various licensing agencies in the community.

The major delimitation of this study was that the findings can apply only to populations similar to the populations from which the study was drawn. The study was limited to a semi-urban setting in the Appalachian region.

Definition of Terms

The following definitions serve as explanations for various terms used in the study.

Day Care Service. Frequently described as a child-welfare service for the care and protection of children.[2] The two agencies identified as providing day care services in this study were the Model Cities Agency and the L.B.J.&C. Development Corporation. These services were provided within the city limits of Cookeville, Tennessee.

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[2] Ibid., p. 26

Interviewers. Personstrained to conduct interviews with the Family Survey Questionnaire in connection with phase one of the study.

Family Survey Questionnaire. Survey instrument designed to measure attitudes of parents toward day care services received in phase one of the study.

Day Care for School Age Children Survey Instrument (Ages 5-12). Survey instrument designed to identify community resources available for before-after school day care of school age children in phase two of the study.

Respondent. Person responding to questions from the Family Survey Questionnaire.

Six Year Olds. Identified in this study as children in the First Grade during the academic year 1972-73 which had received day care service the preceding year from one of the two agencies in this study.

Model Cities Agency. Identified in this study as one of the two agencies receiving federal funds to provide day care services for young children ages 1-5.

L.B.J.&C. Development Corporation: (Livingston, Byrdstown, Jamestown and Cookeville Development Corporation). Identified in this study as one of the two agencies receiving federal funds to provide day care services for young children ages 3-5. It is a community action program.

PS 007288

Review of Related Literature

This section contains a review of the selected literature that is related to the problem. The review of the literature is divided into four areas.

Satisfaction With Services Available. Impact of day care experiences on young children as well as on the family structure has been an area of concern. In examining families involved in day care, the Westinghouse-Westat Report indicated that about a third of the working mothers surveyed were dissatisfied with their present arrangement. The indicated preference was a day care center.[3] This raises the issue of how satisfied are parents of children in day care centers.

In investigating the amount of satisfaction of parents with a particular day care arrangement, Prescott and Jones found more congruity between parent expectations and that of the staff in proprietary centers. These centers were found to be more eager to please the parents.[4] In the Westinghouse-Westat study of the impact of Head Start, it was found that nine out of ten parents felt that Head Start had helped their children.[5]

There does exist some resistance and rejection by parents of governmental programs. Hess, et al. described the targets of some of this dissatisfaction as being directed toward universities, business and government, and the programs as they have operated in the past.[6]

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[3]Westinghouse Learning Corporation and Westat Research Inc., Day Care Survey, 1970: Summary Report and Basic Analysis. Report prepared for Office of Economic Opportunity, U.S. Department of Health, Education and Welfare, 1971.

[4]E. Prescott and E. Jones, An Institutional Analysis of Day Care Program, Parts I & II. Pacific Oaks College, Pasadena, California. Office of Child Development, U.S. Department of Health, Education and Welfare, 1969-70.

[5]Westinghouse, loc. cit.

[6]R. Hess, "Parental Behaviors and Children's School Achievement Implications for Head Start," in E. Grotberg (Ed.), Critical Issues in Research Related to Disadvantaged Children, Princeton, N.J.: Educational Testing Services, 1969.

Specific data is needed as to the extent, nature and area of dissatisfaction or satisfaction of parents as related to day care services.

Selection of Day Care Services. Relatively little is known concerning how families select a day care arrangement. The majority of arrangements for day care made by parents are informal. Studies by Westinghouse-Westat[7] and Sale[8] indicated that the cost of the day care arrangement and its proximity are important factors for selection. Care in the child's home was the type of arrangement that had greatest acceptability among mothers interviewed.

Of the formal day care arrangements for services for 1,300,000 preschool children as surveyed in the Westinghouse-Westat study, family day homes provided for about 56 per cent of the children. Day care centers accounted for about 44 per cent.[9]

Family day care arranged by the mother is reported by Collins,[10] Emlen,[11] Prescott and Jones,[12] and Sale.[13] Collins found the working mother may interview a number of

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[7]Westinghouse, loc. cit.

[8]June S. Sale and Yolanda L. Torres, I'm Not Just A Baby-sitter: A Descriptive Report of the Community Family Day Care Project. A report prepared for the Children's Bureau, Office of Child Development, U.S. Department of Health, Education and Welfare, July, 1971.

[9]Westinghouse, loc. cit.

[10]Alice H. Collins, "Some Efforts to Improve Private Family Day Care." Children, Vol. 13, July-August, 1966, p. 135.

[11]Arthur Emlen, Neighborhood Family Day Care As A Child Rearing Environment. Mimeographed paper prepared for presentation at the Annual Meeting of the National Association for the Education of Young Children, Boston, Mass., 1970.

[12]Prescott, loc. cit.

[13]Sale, loc. cit.

family day care mothers and make her selection of services based on the family day care arrangement which most agrees with her own child rearing philosophy and values.[14] Data is needed concerning selection influences of other members of the family unit.

Relationship of Day Care Services and Selected Variables. Demand and need for day care services may depend on employment patterns, marriage and divorce rates, fertility ratios and other social factors. Stearns found some evidence that increased employment of mothers may have increased marital tension, as a result of the wife's employment.[15] The Westinghouse-Westat study also found that in addition to the cost factor, the need for day care services depended on social factors.[16]

Day Care for School Age Children. Relatives are one main source of care for children from lower income families. While many mothers make their own informal arrangements this does not necessarily indicate that there does not exist a need or demand for additional day care services.

For many school age children there are several hours a day in which they are not in school or supervised by parents. The Westinghouse-Westat Day Care Survey indicated that only 3 per cent of school age children are in some known day care before and/or after school. Within this 3 per cent, 54 per cent were found to be cared for in family day care homes and 37 per cent attended day care centers. The remaining 9 per cent received care in the public schools.[17]

The small percentage of school age children in known before and/or after school day care emphasizes the need for more data concerning provisions made for the remaining population of school age children. Based on this type of data, development of additional child care services for school age children can be determined.

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[14] Collin, loc. cit.

[15] Marian S. Stearns, Report on Preschool Programs: The Effects of Preschool Programs on Disadvantaged Children and Their Families. Unpublished manuscript.

[16] Westinghouse, loc. cit.

[17] Westinghouse, loc. cit.

In summary, the literature contains limited research data on day care services and the arrangements or criteria for such services. The impact of the day care experiences on the family unit as well as on young children has been an area needing more exploration. The literature indicated that relatives are one main source of care for children, but this does not necessarily indicate a need does not exist for additional day care facilities and services. As more services are deemed necessary, more choice and information must be available concerning all phases of day care.

Chapter II

METHODS AND PROCEDURES OF STUDY

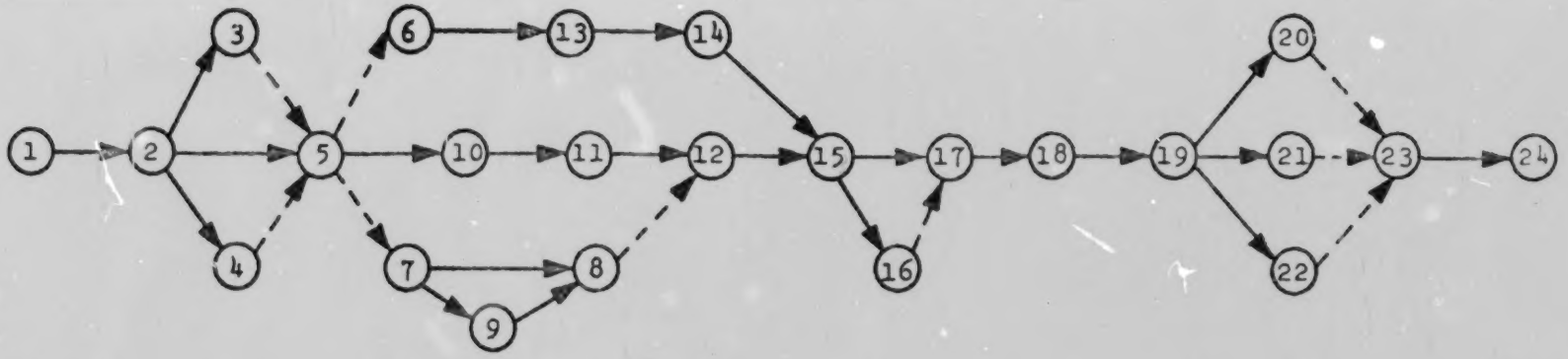
This chapter contains a summary of the procedures used in conducting this study and closely parallels those specified in the original proposal (Ayers, 1972) submitted to the Office of Child Development. Figure 1 shows a summary network for the project activities and the approximate dates for the start and termination of major portions of the study.

Prior to the start of the project, the Model Cities Program (Cookeville, Tennessee) and the L.B.J.&C. Development Corporation (Cookeville, Tennessee) were contacted to ascertain whether or not they would be interested in participating in a study of this nature. Both agencies expressed an interest and need for information of this nature. Both agencies indicated a willingness to provide the names and addresses of all the participants in the day care programs and any other information that would be pertinent to the study. Letters of interest from the Model Cities Agency and the L.B.J.&C. Development Corporation are given in Appendix A and B.

The remainder of this chapter is divided into six sections. The first section summaries the preliminary planning for the project; the second deals with the subjects in the project; the third deals with the selection and training of interviewers for the first phase of the project; the fourth and fifth sections describe the two instruments developed to measure the attitudes of the families involved in the day care programs and the available community resources for school age children; and the sixth section is a summary of the methods and procedures of data analysis.

Preliminary Planning

At the start of the project a complete review of the objectives and project plans was conducted. A deviation from the original proposal extended the projected time schedule from nine months to twelve months for the study. This suggestion was made by the Office of Child Development in order to provide more time for the analysis of data and the completion of the project. Due to the number of interviews conducted and the extensive amount of information collected, this decision to extend the time of the original proposal was a much needed suggestion.



EVENT IDENTIFICATION

1. Start Project
2. Review Objectives
3. Complete Data Paradigm
4. Complete Hypotheses
5. Start Construction of Family Survey Instruments
6. Start Construction of Community Resources Instruments
7. Start Interviewer Selection
8. Complete Training for Family Interviewers
9. Complete Administrative Schedule for Family Interviewers
10. Start Tryout of Family Interview Instrument
11. Start Final Form of Family Interview Instrument
12. Start Field Interviews of Families
13. Start Tryout of Community Resources Survey
14. Start Final Form of Community Resources Survey
15. Start Data Coding
16. Complete Administrative Schedule for All Intervie
17. Start Tabulation of All Data
18. Start Statistical Tables
19. Complete Statistical Tables
20. Complete Interpretation
21. Complete Tables
22. Complete Charts
23. Start Narrative and Final Report
24. Terminate Project

Figure 1. Summary Network for Project.

A more complete review of the literature was started at the beginning of the project. Particular emphasis was placed on securing information concerning other studies of this nature and survey instruments that had already been developed that would be of the nature of the type to be developed. A summary of the review of literature was presented in Chapter One of this report.

Along with completing the data paradigm and the completing of hypotheses, the entire project was reviewed as far as projected dates for completion of various aspects was concerned.

Subjects in the Study

The subjects in phase one of this study were the households of children that received day care services from one of the two agencies, either Model Cities or L.B.J.&C. Development Corporation. These services were provided within the limits of the city of Cookeville, Tennessee. At this point it is felt necessary to include a description of the basic objectives of these two agencies and a general description of the population of Cookeville, Tennessee from which the subjects in this study were drawn.

Among the goals of the Model Cities Agency of Cookeville, (as identified to this investigator) are the following:

1. To improve the planning and delivery of social service to low income residents of Cookeville.

2. To provide an educational program that will develop the skills, attitudes, and understanding that will enable each child to achieve normal mental and physical maturity from preschool education through high school.

3. To provide for upgrading and improvement of community facilities and utilities and to make them available on an equal basis to all residents.

4. To provide increased economic opportunities for all residents.

5. To improve substantially the environmental health conditions in the city and to expand and improve health service to all residents of the community. [18]

[18] Information received in personal communications with Mr. Morton Stein, Evaluation Specialist, Model Cities Agency, Cookeville, Tennessee, September, 1972.

The goals of the L.B.J.&C. Development Corporation (as identified to the investigator) in regard to the Head Start program are as follows:

1. Improving the child's health.

2. Helping the child's emotional and social development by encouraging self-confidence, self-expression, self-discipline and curiosity.

3. Improving and expanding the child's ability to think, reason and speak clearly.

4. Helping children to get wider and more varied experience which will broaden their horizons, increase their ease of conversation and improve their understanding of the world in which they live.

5. Giving the child frequent chances to succeed. Such chances may thus erase patterns of frustration and failure and especially the fear of failure.

6. Developing a climate of confidence for the child which will make him want to learn.

7. Increasing the child's ability to get along with others in his family and, at the same time, helping the family to understand him and his problems--thus strengthening family ties.

8. Developing in the child and his family a responsible attitude toward society and fostering feelings of belonging to a community.

9. Planning activities which allow groups from every social, ethnic and economic level in a community to join together with the poor in solving problems.

10. Giving the child a chance to meet with older children, teenagers, and adults who will serve as "models" in manners, behavior and speech.

11. Helping both the child and his family to a greater confidence, self-respect and dignity.[19]

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[19] Information received in personal communications with Mr. Jack Joyce (Director) and Mr. Ralph Prather (Educational Director), L.B.J.&C. Development Corporation, Monterey, Tennessee, September, 1972.

The objectives and goals of the two agencies will enable a person to more fully understand some of the questions presented in the Family Survey Instrument concerning services provided by the two programs.

The area from which the subjects in the study were drawn is a city of 14,270 residents located in the Upper Cumberland Region of Tennessee. The Upper Cumberland Region, of which Cookeville, is the "Hub City," is a fourteen county area extending from the Cumberland Plateau on the East, across the Highland Rim to the Nashville Basin on the West. This region, like much of Appalachia, is plagued by problems such as inadequate educational facilities; an inadequate tax base; low incomes; and poor transportation. Over one-half of the families in the Upper Cumberland exist on income below $3,000.

According to the 1970 census, per capita income in Cookeville was $2,110. Approximately twenty-five per cent of the families residing in the city have incomes below the poverty level.

Of the total population of 14,270 inhabitants in Cookeville, 7,298 are male and 6,972 are females with 215 of this total being Black. The data on the educational level indicates thirty-four per cent of the population twenty-five years and older have eight years or less of formal education. Forty-seven per cent have not finished high school." [20]

Within this area, the two agencies already identified (Model Cities and L.B.J.&C. Development Corporation) provide day care services. The names of the subjects for the study were taken from the rolls of the two agencies as of September, 1972. The figures of the subjects in the study are given below.

From the Cookeville Model Cities program, twenty-one, one and two year old children with full-day care; forty-three, three and four year old children in full-day care; twenty-one, three and four year old children in an eight-hour a week enrichment program; and seventy, five year old children in either day care or kindergarten were included in the study. This made a total of one hundred and fifty-five children receiving these services. Twenty-seven other names of children were not included in the study due to movement or inability to be reached to be interviewed.

From the L.B.J.&C. Development Corporation the names of forty-nine children were secured. Fourteen names were not

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[20] Comprehensive Demonstration Program, Second Action Year Plan, Model Cities Agency, Cookeville, Tennessee, August, 1971.

used due to movement out of the district or inability to be reached to be interviewed. Thirty-four children, ages three, four and five years that received a full-day Head Start/Day Care Program were included.

In addition to the above given figures, the study also included children who had received day care services the previous year in one of these two agencies and were enrolled in a first grade in a public school in the academic year 1972-73.

Fifty-eight first graders were included in the study which had received day care service from one of the two agencies the preceding year. The total number of children identified to be used in the study was two hundred, forty-seven (Tables 1 and 2).

Interviewers: Selection and Training Procedures

Six persons were identified and trained as interviewers for phase one of the project. The interviewers were all females and five were Caucasian and one was Black. Each interviewer was trained for a total of ten hours on the methods and procedures to be followed in administering the Family Survey Questionnaire to families in the two day care programs. The following instructions were given to each of the interviewers:

1. Before you start your interviews, become familiar with your area and together with your partner decide on days and times to begin interviews. It is suggested that you do most of the interviewing during daylight hours and on Saturdays. After you and your partner decide on the days and the time, you will contact by telephone each family as outlined to you in preliminary sessions conducted for interviewing parents.

2. When arriving at specified home, identify yourself by your name, project title and purpose of visit. You are to ask for the mother of the child you are doing the interview on. If she is unavailable, you may interview another adult in the household who is responsible for caring for the child (father, grandparent). If you find no one home on the first attempt, before attempting to contact the parent a second time, try to contact the parent by phone again to set up an appointment. If you are unable to contact the person after the second attempt, contact the project staff.

Table 1
NUMBER OF SUBJECTS IN PHASE ONE OF THE STUDY TO BE SURVEYED IN RELATION TO DAY CARE SERVICES

Name of Day Care Center	One & Two Year Olds	Three & Four Year Olds	Five Year Olds	Six Year Olds	TOTAL
Model Cities	21	64	70	40	195
L.B.J.&C. Development Corporation	0	16	18	18	52
Total	21	80	88	58	247

Table 2
SEX OF SUBJECTS IN PHASE ONE OF THE STUDY TO BE SURVEYED IN RELATION TO DAY CARE SERVICES

Age	Females	Males	TOTAL
One & Two Year Olds	11	10	21
Three & Four Year Olds	44	36	80
Five Year Olds	45	43	88
Six Year Olds	25	33	58
Total	122	124	247

3. Each child must have a Family Survey Instrument completed on him. In situations where there is more than one child attending a center in the same household, you will fill out the Family Survey Instrument on each child, avoiding duplicating certain questions for each child as outlined to you in preliminary training session.

Other instructions included suggestions as to what to do if the response to a question was "I don't know" or a "blank facial expression." Directions were given concerning terminology of questions and possible situations in which rephrasing of a question would be helpful.

Teams (of two persons) were assigned to work specific geographic areas. To establish inter-ratio reliability, the team approach was used. Each member of the team rated the responses and consensus of agreement formed the final rating. If necessary, the principal investigator examined any responses on the survey instrument not receiving total agreement of the two team members.

Attention to interpretation and recording of responses was given in the initial training sessions of the interviewers. It was felt that through the training sessions and the two member team approach objectivity and reliability was maintained.

Special forms were provided to record the number of families interviewed and the number of miles covered by the interviewers (Appendix C). Each interviewer turned in the summary sheet of expenses and milage by the week so that an approximate count of the families surveyed could be maintained.

The Family Survey Instrument

As the subjects in the study were identified, the construction of the family survey instrument was started. The instrument was designed to collect data from the families that had children presently enrolled or who had been enrolled in one of the two agencies (Model Cities or L.B.J.&C. Development Corporation) providing day care services in the preceding year. This instrument was to be of a survey nature administered by a pair (two)of trained interviewers and to be used on an individual basis with one member (preferably the mother) of each family. The specific objectives of the family survey instrument were as follows:

1. To examine the families involved in day care to establish the criteria used in selection of day care services.

2. To examine the families involved in day care to establish how satisfied they were with services available to them in relation to the following:

   a. The parents' expectations for their children.
   b. The parents' expectations of the centers.
   c. Are the centers fulfilling the needs.
   d. Other areas of need the day care center should meet.
   e. How would the parents like to be involved.
   f. What training or assistance would the parents like in providing at home educational experiences for young children.

3. To examine the families involved in day care in relationship to selected variables.

   a. Relationship of day care services and increased income of members of the family.
   b. Relationship between day care services and family stability, marriage, working hours of family members, family size and increased educational level of members of the family.
   c. Number of other children in the family in day care for school age children.

Questions were devised to attempt to measure the above major objectives and sub-catagories through the means of the instrument entitled "Family Survey Questionnaire" (Appendix D). The instrument included rating scale responses, yes-no type questions, open-ending judgement sentences and general questions asking for either specific information or attitudes.

Dr. Milly Cowles was used as a consultant to evaluate and make suggestions in regard to the Family Survey Questionnaire. Based upon her recommendations, slight modifications were made in the instrument. The instrument was then sent to the Office of Child Development for review.

After the review by the Office of Child Development, the instrument was field-tested and the final projected schedule for the administration of the survey instrument was

determined. To facilitate and to reassure the families to be interviewed, both agencies (Model Cities and L.B.J.&C. Development Corporation) were asked to send a letter to each of the families receiving day care services to inform them of the objectives of the survey before the interviews were conducted. (Appendix E). Also proper identification and reasons for the interview were to be given by each interviewer to each family in the survey.

After contact for an interview was made, the team (two persons) of interviewers administered the survey instrument, recorded the information at the time of the interview and turned the completed form into the project staff. The approximate average time for administering the Family Survey Questionnaire was twenty to thirty minutes. Families were assured that all information would be held in confidence.

As previously reported, weekly reports were turned into the project staff on families interviewed and expenses incurred. Analyses of the data from the interviews is presented in Chapter III.

The Community Resource Instrument

Data pertaining to existing community resources providing before-after school day care for school age children were collected by the means of an instrument entitled "Day Care For School Age Children Survey Instrument (Ages 5-12)". A copy of this instrument is presented in Appendix F. This instrument was developed as a part of the second phase of the present study and sought to ascertain specific data from the following general areas concerning before-after school day care for school age children (ages 5-12):

1. Organization patterns of the day care program, before-after school.
2. Staff or personnel of the day care program, before-after school.
3. Facilities of the day care program, before-after school.

4. Number of children that could be handled (present enrollment, projected enrollment, average number of months a child remains in setting), before-after school.

5. Requirements for entrance to day care program, before-after school.

6. Cost (fees) of the day care program, before-after school.

The criteria utilized in identification of existing community resources were as follows:

1. Provides services before and after school for five or more children (not members of the same family).

2. The physical structure in which the services are provided must be within the city limits of Cookeville, Tennessee.

3. The agency, group or private source will have been in operation as of September 1, 1972 and still be providing services as of March 1, 1973.

Information gathered from the first phase of the project gave sources of additional information of home day care or programs for before-after school age (five through twelve year olds) children. A survey of the local churches, local newspapers, local telephone directory, the parks and recreations system, two existing federally sponsored day care programs and various persons identified in the local community as having worked with children and young people in the past was conducted in an attempt to secure more information of these homes or programs.

Potential day care resources for school age children were also sought. Additional information concerning the identification of the existing community resources and potential day care resources for school age children will be given in Chapter III.

After identification of the day care homes or day care programs that would keep school age children (ages five through twelve), the director or person in charge of the home or program was contacted by telephone. Arrangements were made to personally inspect the home or program and to interview the director or person responsible for the day care services.

A list of facilities that met the criteria previously given in this study were given to the Model Cities Agency, the L.B.J.&C. Development Corporation and the Putnam County Board of Education. These names with addresses and general description of home or program were given to these agencies in order to provide information of existing community resources for before-after school age day care. Names of homes or programs were not listed if the director or person in charge indicated she/he did not desire for it to be published. There appeared to be a reluctance by some people to furnish information due to regulations they feared would be imposed on them by various agencies. Nevertheless, some before-after school day care homes or programs were identified and will be discussed more fully in Chapter III.

Summary

This chapter contains a description of the methods and procedures used in conducting the project. Initially, a review was made of the total project. Plans and objectives with appropriate modifications were reviewed. Construction of the Family Survey Questionnaire and the Day Care for School Age Children Survey Instrument (Ages 5-12) were completed by the project director. Selection and training of persons to administer the Family Survey Questionnaire were completed before pilot administration of the instrument was completed.

Each family in phase one of the project was interviewed by the Family Survey Questionnaire to ascertain the attitudes toward day care services. This was conducted on an individual basis. That is, a team (consisting of two persons) of interviewers contacted, surveyed, recorded and returned to the project staff the completed Family Survey Questionnaire on the attitudes toward day care services received.

The project director was assisted by the project staff in securing the data for the second phase of the study. As previously presented, this information concerning the existing day care facilities for before-after school care for school age children (ages 5-12) was gathered from various local agencies and persons by the means of the Day Care for School Age Children Survey Instrument (Ages 5-12).

Data from both instruments based on the interviews were tabulated and summarized. Findings for the two phases are presented in Chapter III.

PART II

RESULTS

Part II of the report summarized the findings and conclusions of the project. In the first section of Chapter III is presented the tabulated data from the Family Survey Questionnaire. The second section of Chapter III presents the tabulated data from the Day Care for School Age Children Survey Instrument (Ages 5-12). Due to the nature of the data, some of the open-ending questions are presented in a narrative form within the context of the Chapter. All of the other responses to the questions are tabulated, analyzed and presented in tables within Chapter III.

Chapter IV contains the conclusions based on the findings from the data in connection with phase one and phase two of the project. Chapter V presents recommendations based on the conclusions of the study.

Chapter III

FINDINGS OF PHASE ONE OF THE STUDY

In this section, the data from the Family Survey Questionnaire is presented. This information was derived from the responses of the families that are now receiving day care services or received services in 1971-72 and the children are now enrolled in the first grade . Due to the nature of some of the responses, a descriptive interpretation will be presented in the context of this chapter rather than in statistical table form.

Under the first major objective of the Family Survey Questionnaire, the responses to questions one through seven, attempt to establish the criteria used in selection of the particular day care service used by the respondent. In response to Question 1, in regard to the means of securing knowledge of available day care services used, the total number of respondents in the Model Cities program indicated the Social Worker (55.4 per cent) was the greatest source of information. In the one and two year old group, another source of information concerning available day care services was found to be a neighbor (33.3 per cent). In all the categories, the total number of responses showed a low percentage for information gathered about day care services from the media of radio, T.V. or newspaper (1.5 per cent). These findings are presented in Table 3.

The highest total number response for L.B.J.&C. on securing knowledge of available day care services was the Social Worker (40.4 per cent). For this group of respondents another source of information concerning day care services was the category "other" (40.4 per cent) which included friends, former teachers, and other parents. Again the lowest source of information from the total number concerning day care services appeared to be the media of radio, T.V. or newspaper (0 per cent). These findings are presented in Table 4.

The responses to Question 2 concerning the criteria or reason for the selection of the day care service used by the respondent indicated that the total number of Model Cities families felt the most important factors were a good program (29.7 per cent) and "other" (48.7 per cent) which included such reasons as only center available, so one or the

Table 3
MEANS OF SECURING KNOWLEDGE OF AVAILABLE DAY CARE SERVICES USED BY RESPONDENTS, MODEL CITIES

Responses to Question 1	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Member of the family	2	9.5%	3	4.6%	3	4.3%	0	0%	8	4.1%
Neighbor	7	33.3%	15	23.4%	6	8.6%	3	7.5%	31	15.9%
Radio, TV or Newspaper	1	4.8%	1	1.6%	0	0%	1	2.5%	3	1.5%
Social Worker	6	28.6%	32	50.0%	43	61.4%	27	67.5%	108	55.4%
Other (Specify)	5	23.8%	13	20.3%	18	25.7%	9	22.5%	45	23.1%

Table 4
MEANS OF SECURING KNOWLEDGE OF AVAILABLE DAY CARE SERVICES USED BY RESPONDENTS, LBJ & C

Responses to Question 1	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Member of the family	2	12.5%	1	5.5%	2	11.1%	5	9.6%
Neighbor	1	6.2%	2	11.1%	2	11.1%	5	9.6%
Radio, TV or Newspaper	0	0%	0	0%	0	0%	0	0%
Social Worker	5	31.2%	6	33.3%	10	55.5%	21	40.4%
Other (Specify)	8	50.0%	9	50.0%	4	22.2%	21	40.4%

other parent could go to school or obtain a job, and the parent felt the child needed to go. The factor revealed to be of least concern was the closeness to the parent's job (2.6 per cent). These findings are presented in Table 5.

The same general findings for the criteria or reasons for selection of day care services used by the L.B.J.&C. respondents were found. The total number of respondents indicated 30.3 per cent felt the day care presented a good program and 48.1 per cent indicated "other" reasons. The major responses under the "other" category were similar to the ones given by the respondents in the Model Cities program. Additional information revealed that the fact that whether or not another member of the family attended the center did not have a bearing on the selection of the day care service (1.9 per cent). These findings are presented in Table 6.

In examining the number of day care centers or family day care homes reviewed by the Model Cities respondents before selection of the day care service they are now using (Question 3), the majority of the total respondents indicated they did not review but the one day care center (81.5 per cent). The examination of the one day care center or family day care home was also found to be the major response by the respondents in the L.B.J.&C. program (86.5 per cent). These findings are presented in Tables 7 and 8.

As to the member of the household that made the arrangement for the day care service (Question 4), the majority of the total number of Model Cities respondents indicated the mother made the arrangement (90.3 per cent). The data revealed the father made the arrangement in only 5.1 per cent in the over-all cases. Although the percentage dropped slightly, the majority of the total number of respondents from the L.B.J.&C. program also indicated the mother was the member of the household that made the arrangement for the day care service (75.0 per cent). It should be pointed out, that on the responses to this question by the respondents in the L.B.J.&C. program, 17.3 per cent indicated another person under the classification "other" was responsible for the arrangement. Upon examination of the data, the most frequently mentioned person in this category was the bus driver for the day care service. These findings are presented in Tables 9 and 10.

The majority of the total number of respondents in the

Table 5
CRITERIA FOR SELECTION OF DAY CARE SERVICE USED
BY RESPONDENTS, MODEL CITIES

Responses to Question 2	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Close to home	0	0%	6	9.4%	4	5.7%	1	2.5%	11	5.6%
Close to job	1	4.8%	4	6.2%	0	0%	0	0%	5	2.6%
Another member of family attends	0	0%	2	3.1%	3	4.3%	4	10.0%	9	4.6%
Cost of day care	4	10.0%	9	14.1%	3	4.3%	1	2.5%	17	8.7%
Good program	8	38.1%	13	20.3%	25	35.7%	12	30.0%	58	29.7%
Other (Specify)	8	38.1%	30	46.9%	35	50.0%	22	55.0%	95	48.7%

Table 6
CRITERIA FOR SELECTION OF DAY CARE SERVICE USED
BY RESPONDENTS, LBJ & C

Responses to Question 2	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N= 52	
	N	%	N	%	N	%	N	%
Close to home	1	6.2%	3	16.7%	1	5.5%	5	9.6%
Close to job	0	0%	1	5.5%	0	0%	1	1.9%
Another member of family attends	0	0%	1	5.5%	0	0%	1	1.9%
Cost of day care	2	12.5%	0	0%	2	11.1%	4	7.7%
Good program	7	43.7%	6	33.3%	3	16.7%	16	30.8%
Other (Specify)	6	37.5%	7	38.9%	12	66.7%	25	48.1%

Table 7
NUMBER OF DAY CARE CENTERS OR FAMILY DAY CARE HOMES EXAMINED
BY RESPONDENTS, MODEL CITIES

Responses to Question 3	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Only this one	17	80.9%	50	78.1%	58	82.9%	34	85.0%	159	81.5%
Two	4	19.0%	10	15.6%	10	14.3%	6	15.0%	30	15.4%
Three	0	0%	2	3.1%	1	1.4%	0	0%	3	1.5%
Four	0	0%	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	2	3.1%	1	1.4%	0	0%	3	1.5%

Table 8
NUMBER OF DAY CARE CENTERS OR FAMILY DAY CARE HOMES EXAMINED
BY RESPONDENTS, LBJ & C

Responses to Question 3	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Only this one	13	81.2%	14	77.8%	18	100.0%	45	86.5%
Two	3	18.7%	3	16.7%	0	0%	6	11.5%
Three	0	0%	1	5.5%	0	0%	1	2.0%
Four	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%

Table 9
MEMBER OF HOUSEHOLD THAT MADE ARRANGEMENT FOR THE DAY CARE SERVICE,
MODEL CITIES RESPONDENTS

Responses to Question 4	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Mother	20	95.2%	58	90.6%	66	94.3%	32	80.0%	176	90.3%
Father	1	4.8%	2	3.1%	4	5.7%	3	7.5%	10	5.1%
Sibling	0	0%	0	0%	0	0%	0	0%	0	0%
Grandparent	0	0%	1	1.6%	0	0%	1	2.5%	2	1.0%
Other (Specify)	0	0%	3	4.6%	0	0%	4	10.0%	7	3.6%

Table 10

MEMBER OF HOUSEHOLD THAT MADE ARRANGEMENT FOR THE DAY CARE SERVICE, LBJ & C Respondents

Responses to Question 4	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Mother	14	87.5%	10	55.5%	15	83.3%	39	75.0%
Father	0	0%	2	11.1%	2	11.1%	4	7.7%
Sibling	0	0%	0	0%	0	0%	0	0%
Grandparent	0	0%	0	0%	0	0%	0	0%
Other (Specify)	2	12.5%	6	33.3%	1	5.5%	9	17.3%

Model Cities program indicated that their child had been in the particular day care service (Question 5) less than one year (69.2 per cent). It was also found that 30.3 per cent of the total number of respondents indicated that the child had been in this particular day care service from one to two years. Although now the Model Cities program does include one and two year old children, not any of the respondents indicated that a child had been in this particular day care service more than three years. These findings are presented in Table 11.

The average length of time a child from the L.B.J.&C. program had been in that particular day care service was found to be less than one year (55.8 per cent). Within that total group that responded that their child had been in the day care service less than one year, the group receiving the highest percentage was the three and four year olds (93.7 per cent). The data revealed that 38.4 per cent of the children had been in this day care service from one to two years. It was also found that the longest time that a child in the L.B.J.&C. program had been in this particular day care service was not more than three years. These findings are presented in Table 12.

Table 11
LENGTH OF TIME THE CHILD HAS BEEN IN THIS DAY CARE SERVICE,
MODEL CITIES RESPONDENTS

Responses to Question 5	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Less than 1 year	12	57.1%	43	67.2%	55	78.6%	25	62.5%	135	69.2%
1-2	9	42.9%	20	31.2%	15	21.4%	15	37.5%	59	30.3%
2-3	0	0%	1	1.6%	0	0%	0	0%	1	.5%
3-4	0	0%	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%	0	0%

Table 12
LENGTH OF TIME THE CHILD HAS BEEN IN THIS DAY CARE SERVICE,
LBJ & C RESPONDENTS

Responses to Question 5	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Less than 1 year	15	93.7%	8	44.4%	6	33.3%	29	55.8%
1-2	1	6.2%	9	50.0%	10	55.5%	20	38.4%
2-3	0	0%	1	5.5%	2	11.1%	3	5.8%
3-4	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%

In response to Question 6, the total number of other day care centers or family day care homes the child has attended, the total number of Model Cities responses indicated that 70.8 per cent of the children had not attended any other day care center or family day care home. Of the total number of respondents 27.7 per cent indicated that they had used one or two other day care centers or family day care homes. The highest number of day care centers or family day care homes used was found to be four. These findings are presented in Table 13.

The total number of respondents in the L.B.J.&C. program indicated that 88.5 per cent had not used any other day care center or family day care home. It should be pointed out that the largest number of centers or homes utilized by this group of respondents was two (11.5 per cent). These findings are presented in Table 14.

Question 7 sought to provide the main reason for placing the child in a day care service. The total number of Model Cities respondents indicated that the main reason for using the day care service was to enable the parent to work (33.3 per cent) or for school readiness (26.7 per cent). Under the response category "other" (26.7 per cent) some of the most frequent reasons given were (1) to save money, (2) because it was free, (3) it's availability, or (4) to enable one or both parents to go to school and to work. It should be noted that in this set of responses no one gave as a main reason for placing the child in a day care service 'the learning by the child of good behavior patterns or control of his/her emotions' (0 per cent). These findings are presented in Table 15.

The respondents from the L.B.J.&C. program indicated one of four main factors was the reason for placing the child in a day care service. The total number of respondents indicated the main reason for placing the child in a day care service was (1) to enable the parent to work (38.5 per cent) or (2) for school readiness (21.1 per cent) or (3) for play-mates for the child (13.5 per cent) or (4) the response category "other" (21.1 per cent). Under the response category "other" the main reasons given were the cost of the program and could not obtain a babysitter. Again this group of respondents, as well as the Model Cities respondents, indicated that the 'learning by the child of good behavior patterns or the control of his/her emotions' was not a main reason for placing the child in a day care service (0 per cent). These findings are presented in Table 16.

Table 13

TOTAL NUMBER OF OTHER DAY CARE CENTERS OR FAMILY DAY CARE HOMES THE CHILD HAS ATTENDED, MODEL CITIES RESPONDENTS

Responses to Question 6	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
None	16	76.2%	48	75.0%	48	68.6%	26	65.0%	138	70.8%
1-2	5	23.8%	13	20.3%	22	31.4%	14	35.0%	54	27.7%
3-4	0	0%	3	4.6%	0	0%	0	0%	3	1.5%
5-6	0	0%	0	0%	0	0%	0	0%	0	0%
Other(Specify)	0	0%	0	0%	0	0%	0	0%	0	0%

Table 14

TOTAL NUMBER OF OTHER DAY CARE CENTERS OR FAMILY DAY CARE HOMES THE CHILD HAS ATTENDED, LBJ & C RESPONDENTS

Responses to Question 6	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
None	13	81.2%	16	88.9%	17	94.4%	46	88.5%
1-2	3	18.7%	2	11.1%	1	5.5%	6	11.5%
3-4	0	0%	0	0%	0	0%	0	0%
5-6	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%

Table 15
MAIN REASON FOR PLACING THE CHILD IN A DAY CARE SERVICE,
MODEL CITIES RESPONDENTS

Responses to Question 7	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Enable the parent to work	11	52.4%	26	40.6%	20	28.6%	8	20.0%	65	33.3%
Free time for parent	3	14.3%	5	7.8%	1	1.4%	0	0%	9	4.6%
School readiness	1	4.8%	7	10.9%	24	34.3%	20	50.0%	52	26.7%
Playmates for child	1	4.8%	5	7.8%	8	11.4%	3	7.5%	17	8.7%
Control of emotions (child)	0	0%	0	0%	0	0%	0	0%	0	0%
Other (Specify)	5	23.8%	21	32.8%	17	24.3%	9	22.5%	52	26.7%

Table 16
MAIN REASON FOR PLACING THE CHILD IN A DAY CARE SERVICE,
LBJ & C RESPONDENTS

Responses to Question 7	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Enable the parent to work	4	25.0%	9	50.0%	7	38.9%	20	38.5%
Free time for parent	2	12.5%	0	0%	1	5.5%	3	5.8%
School readiness	2	12.5%	4	22.2%	5	27.8%	11	21.1%
Playmates for child	4	25.0%	2	11.1%	1	5.5%	7	13.5%
Control of emotions (child)	0	0%	0	0%	0	0%	0	0%
Other (Specify)	4	25.0%	3	16.7%	4	22.2%	11	21.1%

The next section of this study examined the families involved in day care to establish how satisfied they were with services available to them. The parents' expectations of their children and the parents' expectations of the centers were also examined. The extent to which the centers are fulfilling the needs as preceived by the families of children receiving the services is still another area that is presented in this chapter. The families were asked their opinions concerning various services other than the educational experiences provided by the day care center. The parents were also asked how they would like to be involved in the operations of the day care center and whether or not they would desire training or assistance in providing home educational experiences for their young children. These areas of concern involving the attitudes of the families receiving day care services were examined in Questions 8 through 29B.

Question 8 sought to determine which learning activities the parents felt the child needed. The total Model Cities respondents indicated they felt the major learning activities their child needed were to have an opportunity to be able to play with others (46.2 per cent) and school readiness experiences (44.1 per cent). Under the category of "other" which received 16.9 per cent of the total responses of this group of respondents, the most frequently mentioned learning activities were to learn to play with toys and to learn to speak correctly. These findings are presented in Table 17.

The total number of respondents in the L.B.J.&C. program indicated the learning activities the child needed were to play with others (48.1 per cent) and to have school readiness experiences (53.8 per cent). It should be noted that in this set of responses no one indicated that a major learning activity for this age of child should be to take care of himself (0 per cent). In this same group of responses, in the six year old group, 22.2 per cent of the responses indicated they had no idea the type of learning experiences the child needed. These findings are presented in Table 18.

Question 9A attempted to determine the parents' expectations of the child's maximum attainment educational level. The total respondents in the Model Cities program indicated that 41.5 per cent thought the maximum attainment educational level of their child would be to finish the 12th grade. It was of interest to note that 47.7 per cent of this set of responses indicated they expected their child to be able to finish four years of college. All respondents indicated they expected their child to finish more than grammar school

Table 17
LEARNING ACTIVITIES THE CHILD NEEDS AS LISTED BY THE RESPONDENTS
MODEL CITIES (TWO RESPONSES IF POSSIBLE)

Responses to Question 8	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
To take care of self	1	4.8%	3	4.6%	1	1.4%	1	2.5%	6	3.1%
To play with others	11	52.4%	28	43.7%	31	44.3%	20	50.0%	90	46.2%
School readiness	4	19.0%	27	42.2%	33	47.1%	22	55.0%	86	44.1%
Be more independent	0	0%	1	1.6%	2	2.9%	1	2.5%	4	2.0%
No idea	4	10.0%	8	12.5%	4	5.7%	3	7.5%	19	9.7%
Other (Specify)	3	14.3%	9	14.1%	17	24.3%	4	10.0%	33	16.9%

Table 18
LEARNING ACTIVITIES THE CHILD NEEDS AS LISTED BY THE RESPONDENTS
LBJ & C (TWO RESPONSES, IF POSSIBLE)

Responses to Question 8	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
To take care of self	0	0%	0	0%	0	0%	0	0%
To play with others	10	62.5%	8	44.4%	7	38.9%	25	48.1%
School readiness	6	37.5%	12	66.7%	10	55.5%	28	53.8%
Be more independent	0	0%	1	5.5%	0	0%	1	1.9%
No idea	2	12.5%	1	5.5%	4	22.2%	7	13.5%
Other (Specify)	0	0%	2	11.1%	2	11.1%	4	7.7%

(8th grade). These findings are presented in Table 19.

The total number of respondents in the L.B.J.&C. program indicated they expected the maximum attainable educational level of their child would be able to finish the 12th grade (53.8 per cent). Some indicated they expected the maximum attainable educational level of their child would be to finish four years of college (25.0 per cent). In this set of responses as well as in the set of responses in the Model Cities group, vocational or technical training and two-year college program were not mentioned (0 per cent). These findings are presented in Table 20.

The next question (Question 9B) sought to determine not the parents' expectations of the child's maximum attainment educational level but rather the desirable maximum educational attainment level that the parent would want for the child. The total responses of the Model Cities respondents indicated that only 14.9 per cent would desire that the 12th grade would be the highest attainment educational level of their child. In comparison to this, 78.5 per cent would like for their child to be able to finish four years of college. The differences in the expected and desirable maximum educational attainment level, as viewed by the parent, for the child is very striking. It should be noted in the one and two year old group, 28.6 per cent of the responses were listed under the category "other". Upon examination of this category, the most frequent response was 'it would be his (the child's) decision'. These findings are presented in Table 21.

The total number of respondents in the L.B.J.&C. program also showed a marked deviation from the expected to the desirable maximum educational attainment level for the child. It was found that 25.0 per cent of the total respondents in this group desired the maximum educational attainment level for their child to be the 12th grade. This compared with 69.2 per cent of the parents in this group that expressed a desire for their child to be able to finish four years of college. Again, the vocational or technical school and two-year college program were not mentioned (0 per cent). No one indicated they desired their child to have less than a 12th grade education. These findings are presented in Table 22.

Question 10 sought to identify the learning activities a day care center should provide for the child. This question was a cross-check to Question 8, which sought to identify the learning activities the parent felt the child needed.

Table 19

PARENTS' EXPECTATIONS OF CHILD'S MAXIMUM ATTAINABLE EDUCATIONAL LEVEL, MODEL CITIES RESPONDENTS

Responses to Question 9A	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Grammar School (8th grade)	0	0%	0	0%	0	0%	0	0%	0	0%
High School (12th grade)	6	28.6%	27	42.2%	29	41.4%	19	47.5%	81	41.5%
Vocational or Technical School	0	0%	0	0%	0	0%	0	0%	0	0%
2-year College	0	0%	1	1.6%	0	0%	0	0%	1	.5%
College (4 years)	14	66.7%	29	45.3%	33	47.1%	17	42.5%	93	47.7%
No idea	0	0%	7	11.0%	3	4.3%	4	10.0%	14	7.2%
Other (Specify)	1	4.8%	0	0%	5	7.1%	0	0%	6	3.1%

Table 20

PARENTS' EXPECTATIONS OF CHILD'S MAXIMUM ATTAINABLE EDUCATIONAL LEVEL, LBJ & C RESPONDENTS

Responses to Question 9A	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Grammar School (8th grade)	0	0%	1	5.5%	1	5.5%	2	3.8%
High School (12th grade)	9	56.2%	10	55.5%	9	50.0%	28	53.8%
Vocational or Technical School	0	0%	0	0%	0	0%	0	0%
2-year College	0	0%	0	0%	0	0%	0	0%
College (4 years)	4	25.0%	5	27.8%	4	22.2%	13	25.0%
No idea	2	12.5%	2	11.1%	3	16.7%	7	13.5%
Other (Specify)	1	6.2%	0	0%	1	5.5%	2	3.8%

Table 21
PARENTS' DESIRABLE MAXIMUM EDUCATIONAL ATTAINMENT LEVEL FOR THE CHILD,
MODEL CITIES RESPONDENTS

Responses to Question 9B	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Grammar School (8th grade)	0	0%	0	0%	0	0%	0	0%	0	0%
High School (12th grade)	1	4.8%	8	12.5%	13	18.6%	7	17.5%	29	14.9%
Vocational or Technical School	0	0%	0	0%	0	0%	0	0%	0	0%
2-year College	0	0%	0	0%	0	0%	0	0%	0	0%
College (4 years)	14	66.7%	52	81.2%	54	77.1%	33	82.5%	153	78.5%
No idea	0	0%	1	1.6%	0	0%	0	0%	1	.5%
Other (Specify)	6	28.6%	3	4.6%	3	4.3%	0	0%	12	6.1%

Table 22

PARENTS' DESIRABLE MAXIMUM EDUCATIONAL ATTAINMENT LEVEL FOR THE CHILD, LBJ & C RESPONDENTS

Responses to Question 9B	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Grammar School (8th grade)	0	0%	0	0%	0	0%	0	0%
High School (12th grade)	4	25.0%	4	22.2%	5	27.8%	13	25.0%
Vocational or Technical School	0	0%	0	0%	0	0%	0	0%
2-year College	0	0%	0	0%	0	0%	0	0%
College (4 years)	11	68.7%	14	77.8%	11	61.1%	36	69.2%
No idea	1	6.2%	0	0%	0	0%	1	1.9%
Other (Specify)	0	0%	0	0%	2	11.1%	2	3.8%

The total Model Cities respondents indicated the two most important activities, as they viewed them, that a day care center should provide for a child were (1) to learn to play with others (41.5 per cent) and (2) to have school readiness experiences (53.3 per cent). It should be noted that the two activities receiving the higher percentage of responses by this set of respondents was the same for Question 8 and Question 10. These findings are presented in Table 23.

The total number of respondents in the L.B.J.&C. program identified the learning activities a day care center should provide for a child to be (1) to play with others (40.4 per cent) and (2) to provide school readiness experiences (73.1 per cent). The two learning activities that received the highest percentage of responses on Question 10 also received the highest percentage of responses to Question 8. This would indicate that there was an agreement as far as the parents of the children in this program in relation to the learning activities for the child's needs and the learning activities they (the parents) felt the day care center should provide. These findings are presented in Table 24.

Question 11 attempted to identify the other services the parents felt a day care center should provide for the child. The total Model Cities respondents indicated 56.9 per cent had no idea what other services should be provided. A smaller group (15.4 per cent) indicated they would like transportation to be provided. Under the "other" category (20.0 per cent), some of the responses were (1) night day care should be provided, (2) an infant program should be provided, (3) to help potty train the child, and (4) to limit majority of activities to learning experiences. It should be pointed out that the Model Cities Agency does provide a program for one and two year old children. These findings are presented in Table 25.

The total L.B.J.&C. program respondents indicated that 28.8 per cent desired transportation and 23.1 per cent desired medical care to be provided for their child as another service from the day care center (Question 11). However, slightly more than one-half of the total of the respondents (55.8 per cent) indicated they had no idea as to what other services a day care center should provide for a child. It should be noted that in this set of responses, some of the three and four year olds' parents (18.7 per cent) indicated they would like dental care. These findings are presented in Table 26.

Table 23
LEARNING ACTIVITIES A DAY CARE CENTER SHOULD PROVIDE FOR A CHILD,
MODEL CITIES RESPONDENTS (ONE OR TWO RESPONSES)

Responses to Question 10	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
To take care of body needs	1	4.8%	1	1.6%	0	0%	2	5.0%	4	2.0%
To play with others	11	52.4%	27	42.2%	22	31.4%	21	52.5%	81	41.5%
School readiness	9	42.9%	29	45.3%	41	58.6%	25	62.5%	104	53.3%
Be more independent	0	0%	2	3.1%	3	4.3%	1	2.5%	6	3.1%
To behave	1	4.8%	4	6.2%	5	7.1%	2	5.0%	12	6.1%
No idea	0	0%	8	12.5%	8	12.5%	3	7.5%	19	9.7%
Other (Specify)	4	19.0%	13	20.3%	21	30.0%	8	20.0%	46	23.6%

Table 24
LEARNING ACTIVITIES A DAY CARE CENTER SHOULD PROVIDE FOR A CHILD,
LBJ & C RESPONDENTS (ONE OR TWO RESPONSES)

Responses to Question 10	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
To take care of body needs	0	0%	0	0%	1	5.5%	1	1.9%
To play with others	8	50.0%	9	50.0%	4	22.2%	21	40.4%
School readiness	10	62.5%	13	72.2%	15	83.3%	38	73.1%
Be more independent	1	6.2%	0	0%	0	0%	1	1.9%
To behave	0	0%	2	11.1%	2	11.1%	4	7.7%
No idea	0	0%	1	5.5%	1	5.5%	2	3.8%
Other (Specify)	1	6.2%	0	0%	1	5.5%	2	3.8%

Table 25
OTHER SERVICES A DAY CARE CENTER SHOULD PROVIDE FOR A CHILD,
MODEL CITIES RESPONDENTS (ONE OR TWO RESPONSES)

Responses to Question 11	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Social services	1	4.8%	4	6.2%	0	0%	0	0%	7	3.6%
Transportation	2	9.5%	12	18.7%	5	7.1%	11	27.5%	30	15.4%
Medical care	2	9.5%	0	0%	2	2.9%	2	5.0%	6	3.1%
Dental care	1	4.8%	0	0%	3	4.3%	3	7.5%	7	3.6%
Meals	1	4.8%	4	6.2%	1	1.4%	5	12.5%	11	5.6%
Basic education for parents	0	0%	1	1.6%	1	1.4%	1	2.5%	3	1.5%
No idea	10	47.6%	33	51.6%	47	67.1%	21	52.5%	111	56.9%
Other (Specify)	6	28.6%	13	20.3%	15	21.4%	5	12.5%	39	20.0%

Table 26
OTHER SERVICES A DAY CARE CENTER SHOULD PROVIDE FOR A CHILD,
LBJ & C RESPONDENTS (ONE OR TWO RESPONSES)

Responses to Question 11	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Social services	0	0%	0	0%	0	0%	0	0%
Transportation	4	25.0%	6	33.3%	5	27.8%	15	28.8%
Medical care	4	25.0%	6	33.3%	2	11.1%	12	23.1%
Dental care	3	18.7%	1	5.5%	2	11.1%	6	11.5%
Meals	0	0%	1	5.5%	1	5.5%	2	3.8%
Basic education for parents	0	0%	0	0%	0	0%	0	0%
No idea	8	50.0%	11	61.1%	10	55.5%	29	55.8%
Other (Specify)	1	6.2%	0	0%	2	11.1%	3	5.8%

In response to Question 12, attitude of the child concerning the day care center attended, the total Model Cities respondents indicated that 68.7 per cent felt the center would receive a rating of 'excellent' by the child. The rating of 'good' was given by 29.7 per cent of the respondents as they perceived the attitude of the child toward the day care center he/she attended. Only one child was identified as not liking the day care center he/she attended. These findings are presented in Table 27.

Similar findings were identified in the total L.B.J.&C. responses by the parents to Question 12. The parents perceived that the attitude of the child concerning the day care center attended would be rated by 75.0 per cent of the responses as being 'excellent'. The rating of 'good' was given by 23.1 per cent of the respondents in this set of responses. Only one child was identified as not liking the day care center he/she attended as preceived by and related by the parents. These findings are presented in Table 28.

Question 13 sought to ascertain on what basis the parent based his judgement on the rating given in Question 12 as to the child's attitude toward the day care center. Some of the responses given as criteria for the basis of the judgement from the total Model Cities respondents were as follows: (1) the child is always ready to go, (2) the child comes home trying to sing, (3) the child likes the teacher and other children, (4) the child does not want to miss school, and (5) the child talks about the center.

The L.B.J.&C. respondents gave the following responses as basis for their judgement in Question 13 as to why or why not they felt their child liked or disliked the day care center attended (Question 12). The most frequently indicated responses for the basis for the rating given were as follows: (1) the child likes to go, (2) the child talks about it and does not want to miss, (3) the child can not wait to get there (4) the child likes to color and likes books, and (5) the child loves the teacher.

Question 14 sought to determine the parents' attitudes toward the greatest benefit the child was receiving from the day care service. The total Model Cities respondents indicated that the greatest benefit the child received was readiness for school activities (31.8 per cent) and experiences in learning to get along with others (42.0 per cent). In the one and two year old group and the three and four year old

Table 27
ATTITUDE OF THE CHILD CONCERNING THE DAY CARE CENTER ATTENDED,
MODEL CITIES RESPONDENTS

Responses to Question 12	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Excellent	13	61.9%	48	75.0%	44	62.9%	29	72.5%	134	68.7%
Good	8	38.1%	14	21.9%	25	35.7%	11	27.5%	58	29.7%
Fair	0	0%	0	0%	1	1.4%	0	0%	1	.5%
Does not like it	0	0%	1	1.6%	0	0%	0	0%	1	.5%
No idea	0	0%	1	1.6%	0	0%	0	0%	1	.5%
Other (Specify)	0	0%	0	0%	0	0%	0	0%	0	0%

Table 28
ATTITUDE OF THE CHILD CONCERNING THE DAY CARE CENTER ATTENDED, LBJ & C RESPONDENTS

Responses to Question 12	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Excellent	11	68.7%	15	83.3%	13	72.2%	39	75.0%
Good	5	31.2%	2	11.1%	5	27.8%	12	23.1%
Fair	0	0%	0	0%	0	0%	0	0%
Does not like it	0	0%	1	5.5%	0	0%	1	1.9%
No idea	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%

group the respondents identified the category "other" as being important (19.0 per cent and 21.9 per cent respectively). The most frequently mentioned benefit in this category was for the child to learn to share and not be selfish. The majority of the respondents indicated a benefit of a cognitive or learning nature as opposed to a service such as dental or medical care (0 per cent). These findings are presented in Table 29.

The total number of respondents in the L.B.J.&C. program felt the greatest benefit the child was receiving from the day care service (Question 14) was the readiness for school experiences (32.7 per cent) and the activities to enable the child to learn to get along with others (55.8 per cent). The parents identified cognitive or learning experiences as beneficial rather than dental/medical care or the center as being a safe place to stay (0 per cent). In the six year old group, 16.7 per cent of the respondents indicated they had no idea what the greatest benefit the child was receiving from the day care service. These findings are presented in Table 30.

Question 15 sought to determine the basis for the judgement expressed by the parents as to what they felt was the greatest benefit their child received from the day care service (Question 14). The total number of respondents in the Model Cities program listed the following reasons for their selection of the greatest benefits their child was receiving from the day care service: (1) the child shares more, (2) the child plays with others, (3) the child has learned to color and do other things, (4) the child has learned to observe, (5) the child isn't shy, (6) the child plays with toys and with other children and (7) the child has learned to write, to count, to color, to do ABC's and to do numbers.

The L.B.J.&C. respondents indicated they based their judgement in Question 15 as to the greatest benefit their child received from the day care service on the following observable characteristics they had perceived in their children: (1) the child can write his name, (2) the child is learning to play with others, (3) the child can count and color and has learned to share and (4) the child has learned to brush his teeth and have good manners.

Question 16 sought to identify the area (s) of need that the day care service should improve or increase. The total

Table 29

GREATEST BENEFIT THE CHILD IS RECEIVING FROM THE DAY CARE SERVICE

MODEL CITIES RESPONDENTS

Responses to Question 14	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Safe place to stay	4	19.0%	2	3.1%	2	2.9%	3	7.5%	11	5.6%
Discipline	1	4.8%	2	3.1%	5	7.1%	2	5.0%	10	5.1%
Readiness for school	0	0%	10	15.6%	32	45.7%	20	50.0%	62	31.8%
Dental/Medical care	0	0%	0	0%	0	0%	0	0%	0	0%
To get along with others	12	57.1%	35	54.7%	21	30.0%	14	35.0%	82	42.0%
No idea	0	0%	1	1.6%	1	1.4%	1	2.5%	3	1.5%
Other (Specify)	4	19.0%	14	21.9%	9	12.9%	0	0%	27	13.8%

Table 30
GREATEST BENEFIT THE CHILD IS RECEIVING FROM THE DAY CARE SERVICE,
LBJ & C RESPONDENTS

Responses to Question 14	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL 52	
	N	%	N	%	N	%	N	%
Safe place to stay	0	0%	0	0%	0	0%	0	0%
Discipline	0	0%	0	0%	1	5.5%	1	1.9%
Readiness for school	5	31.2%	6	33.3%	6	33.3%	17	32.7%
Dental/Medical care	0	0%	0	0%	0	0%	0	0%
To get along with others	10	62.5%	11	61.1%	8	44.4%	29	55.8%
No idea	0	0%	1	5.5%	3	16.7%	4	7.7%
Other (Specify)	1	6.2%	0	0%	0	0%	1	1.9%

number of respondents in the Model Cities program indicated that 66.1 per cent had no idea as to area (s) of need that should be improved or increased. Some of the respondents (26.7 per cent) identified the category "other". Under this category the majority of the respondents listed such items as (1) larger facilities, (2) meals, (3) more space in the building, and (4) to be able to take in more pupils. These findings are presented in Table 31.

The total number of respondents in the L.B.J.&C. program indicated that 88.5 per cent had no idea of any area of need that the day care service should improve or increase. A smaller number of the respondents (9.6 per cent) identified the category "other". Under this category, the most frequently mentioned area (s) of need were (1) to improve the playground area, (2) to place more emphasis on language development, and (3) to give eye check-ups. These findings are presented in Table 32.

In response to Question 17 involving a rating scale of the day care center's ability to fulfill the needs of the child, 59.0 per cent of the total number of respondents in the Model Cities program rated this area as 'excellent'. Another 40.0 per cent rated the day care center in this area as been 'good'. Only two persons rated the day care in this area as being only fair and no one gave a rating any lower. These findings are presented in Table 33.

The total number of respondents in the L.B.J.&C. program gave a rating of 'excellent' (46.1 per cent) to the day care center's ability to fulfill the needs of the child (Question 17). Another 48.1 per cent of the respondents rated the day care center's ability to fulfill the needs of the child as been 'good'. Two persons rated the day care center in this area as been fair and one person indicated he/she had no idea as to what rating it should be given. These findings are presented in Table 34.

Question 18 sought to determine the basis for the judgement in the preceding question (Question 17) dealing with the rating of the day care center's ability to fulfill the needs of the child. The total number of Model Cities respondents listed the following factors as influencing their judgement in connection with the rating given: (1) it has a good program and the child has learned a lot, (2) the child has learned his colors, to write his name, and has a better attitude (3) the child is happy and satisfied, (4) the

Table 31
AREAS OF NEED THAT THE DAY CARE SERVICE SHOULD IMPROVE OR INCREASE,
MODEL CITIES RESPONDENTS (ONE OR TWO RESPONSES)

Responses to Question 16	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Hours center is open	0	0%	4	6.2%	2	2.9%	1	2.5%	7	3.6%
Health care	0	0%	0	0%	1	1.4%	2	5.0%	3	1.5%
Social services	0	0%	0	0%	0	0%	0	0%	0	
Parent involvement	0	0%	1	1.6%	0	0%	0	0%	1	.5%
Transportation	0	0%	2	3.1%	4	5.7%	1	2.5%	7	3.6%
Education program	0	0%	2	3.1%	1	1.4%	1	2.5%	4	2.0%
No idea	16	76.2%	40	62.5%	50	71.4%	23	57.5%	129	66.1%
Other (Specify)	5	23.8%	18	28.1%	15	21.4%	14	35.0%	52	26.7%

Table 32
AREAS OF NEED THAT THE DAY CARE SERVICE SHOULD IMPROVE OR INCREASE,
LBJ & C RESPONDENTS (ONE OR TWO RESPONSES)

Responses to Question 16	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Hours center is open	0	0%	0	0%	0	0%	0	0%
Health care	0	0%	0	0%	0	0%	0	0%
Social services	0	0%	0	0%	0	0%	0	0%
Parent involvement	0	0%	0	0%	0	0%	0	0%
Transportation	0	0%	0	0%	1	5.5%	1	1.9%
Education program	0	0%	0	0%	0	0%	0	0%
No idea	15	93.7%	16	88.9%	15	83.3%	46	88.5%
Other (Specify)	1	6.2%	2	11.1%	2	11.1%	5	9.6%

Table 33
RATING SCALE OF THE DAY CARE CENTER'S ABILITY TO FULFILL THE NEEDS OF THE CHILD, MODEL CITIES RESPONDENTS

Responses to Question 17	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Excellent	13	61.9%	44	68.7%	36	51.4%	22	55.0%	115	59.0%
Good	8	38.1%	19	29.7%	34	48.6%	17	42.5%	78	40.0%
Fair	0	0%	1	1.6%	0	0%	1	2.5%	2	1.0%
Poor	0	0%	0	0%	0	0%	0	0%	0	0%
No idea	0	0%	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%	0	0%

Table 34
RATING SCALE OF THE DAY CARE CENTER'S ABILITY TO FULFILL THE NEEDS OF THE CHILD, LBJ & C RESPONDENTS

Responses to Question 17	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Excellent	7	43.7%	8	44.4%	9	50.0%	24	46.1%
Good	8	50.0%	8	44.4%	9	50.0%	25	48.1%
Fair	1	6.2%	1	5.5%	0	0%	2	3.8%
Poor	0	0%	0	0%	0	0%	0	0%
No idea	0	0%	1	5.5%	0	0%	1	1.9%
Other (Specify)	0	0%	0	0%	0	0%	0	0%

teachers were interested in the children and the child received love and attention, (5) the child received school readiness and (6) the children were well fed and kept clean and the general care was good.

The total number of respondents in the L.B.J.&C. program indicated that they based their rating in Question 18 on the following factors: (1) the child could count and tried to write, (2) the center took good care of the child, (3) the child helps mother and doesn't talk back, (4) the parents and child like the day care program and (5) the child is very happy there and has improved in many ways.

Question 19 sought to identify the parents' attitude toward the day care center's ability to provide Social Services. The total number of respondents in the Model Cities program indicated that 51.3 per cent responded that they had not received Social Services. Within this same total number of respondents, 25.6 per cent indicated they felt the Social Services should be rated good and 13.3 per cent indicated they felt the Social Services should be rated excellent. These findings are presented in Table 35.

The total number of respondents in the L.B.J.&C. program rated the Social Services (Question 19) provided by the day care center in the following manner: (1) had not received-38.5 per cent, (2) good-36.5 per cent, (3) excellent-17.3 per cent. Every respondent in this set of families indicated they were familiar with the term Social Services. These findings are presented in Table 36.

Question 20 ask the respondents to indicate on what basis they made their judgement or rating of the day care center's ability to provide Social Services. Some of the responses that were given as a basis for their judgement were as follows: (1) no real dealing, only things seen, (2) some times a person would visit, (3) a person visits often, (4) some one lets them know progress of the child, (5) some one helps to get reliable transportation and (6) the child was a bad child and they helped her. These responses were mainly from the persons who rated the day care center's ability to provide Social Services from excellent to poor on the rating scale.

In the L.B.J.&C. group of respondents, the reasons most frequently given for the rating of the day care center's ability to provide Social Services (Question 19) were as follows:

Table 35
RATING SCALE OF THE DAY CARE CENTER'S ABILITY TO PROVIDE SOCIAL SERVICES·
MODEL CITIES RESPONDENTS

Responses to Question 19	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Excellent	2	9.5%	7	10.9%	7	10.0%	10	25.0%	26	13.3%
Good	4	19.0%	11	17.2%	16	22.9%	19	47.5%	50	25.6%
Fair	0	0%	3	4.6%	5	7.1%	1	2.5%	9	4.6%
Poor	0	0%	2	3.1%	2	2.9%	0	0%	4	2.0%
No idea	0	0%	2	3.1%	1	1.4%	1	2.5%	4	2.0%
Have not received	15	71.4%	39	60.9%	38	54.3%	8	20.0%	100	51.3%
Other (Specify)	0	0%	0	0%	1	1.4%	1	2.5%	2	1.0%

Table 36
RATING SCALE OF THE DAY CARE CENTER'S ABILITY TO PROVIDE SOCIAL SERVICES, LBJ & C RESPONDENTS

Responses to Question 19	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Excellent	1	6.2%	4	22.2%	4	22.2%	9	17.3%
Good	7	43.7%	6	33.3%	6	33.3%	19	36.5%
Fair	2	12.5%	0	0%	1	5.5%	3	5.8%
Poor	0	0%	1	5.5%	0	0%	1	1.9%
No idea	0	0%	0	0%	0	0%		0%
Have not received	6	37.5%	7	38.9%	7	38.9%	20	38.5%
Other (Specify)	0	0%	0	0%	0	0%		0%

(1) a person helped to provide transportation and clothes, (2) someone came and carried child for check-up, (3) the transportation was reliable and the driver was nice and (4) the driver was a wonderful woman and always on time. These comments point up the attitudes the parents have toward the transportation provided by this day care center.

Question 21 sought to identify the parents' attitude toward the day care center's ability to provide health care. The total number of respondents in the Model Cities program indicated that 67.2 per cent of them had not received health care. Another group (16.9 per cent) indicated they felt the day care center should be rated as 'good' in the area of providing health care while 9.7 per cent felt this service should be rated 'excellent'. No one gave a response of poor to the day care center's ability to provide health care. These findings are presented in Table 37.

The total number of respondents in the L.B.J.&C. program rated the day care center's ability to provide health care (Question 21) as being 'good' (48.1 per cent) or 'excellent' (34.6 per cent). Only 13.5 per cent of the respondents indicated they had not received health care. No one rated the day care center's ability to provide health care as being poor. These findings are presented in Table 38.

Question 22 attempted to identify the reasons for the evaluation given in Question 21 as to the day care center's ability to provide health care. Of those respondents in the Model Cities program that rated the day care center's ability in this area from 'excellent' to 'fair', the following identifying factors were noted: (1) eyes were checked, (2) shots were given, (3) dental check-ups were given and assistance was given with glasses and ear problems, (4) dental care was given and (5) parents were notified of sickness (of the child). The most frequent responses of parents in the first grade to this question were that their children had received a medical check-up and dental treatment while in kindergarten.

The total number of respondents in the L.B.J.&C. program identified the following factors as influencing their rating of the day care center's ability to provide health care (Question 22): (1) dental and medical check-ups, (2) received dental care, (3) received shots and had eyes checked, (4) took child to Nashville to get glasses and took another child to Nashville in connection with her legs and (5) paid for physical check-ups. A number of the parents noted they felt that witnout

Table 37
RATING SCALE OF THE DAY CARE CENTER'S ABILITY TO PROVIDE HEALTH CARE,
MODEL CITIES RESPONDENTS

Responses to Question 21	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Excellent	2	9.5%	3	4.6%	4	5.7%	10	25.0%	19	9.7%
Good	2	9.5%	11	17.2%	9	12.9%	11	27.5%	33	16.9%
Fair	2	9.5%	3	4.6%	0	0%	3	7.5%	8	4.1%
Poor	0	0%	0	0%	0	0%	0	0%	0	0%
No idea	0	0%	2	3.1%	2	2.9%	0	0%	4	2.0%
Have not received	15	71.4%	45	70.3%	55	78.6%	16	40.0%	131	67.2%
Other (Specify)	0	0%	0	0%	0	0%	0	0%	0	0%

Table 38
RATING SCALE OF THE DAY CARE CENTER'S ABILITY TO PROVIDE HEALTH CARE. LBJ & C RESPONDENTS

Responses to Question 21	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Excellent	3	18.7%	8	44.4%	7	38.9%	18	34.6%
Good	10	62.5%	7	38.9%	8	44.4%	25	48.1%
Fair	1	6.2%	1	5.5%	0	0%	2	3.8%
Poor	0	0%	0	0%	0	0%	0	0%
No idea	0	0%	0	0%	0	0%	0	0%
Have not received	2	12.5%	2	11.1%	3	16.7%	7	13.5%
Other (Specify)	0	0%	0	0%	0	0%	0	0%

this service from the L.B.J.&C. Development Corporation (medical and dental assistance), their child would not have been able to receive this service any other way. The parents were very positive in their attitudes of the health care service and the day care center's ability to provide this service.

Question 23 attempted to determine the attitudes of the respondents to the day care center's educational program as provided for the child. The total number of respondents in the Model Cities program rated the educational program as 'excellent' in 46.7 per cent of the responses and 'good' in 45.6 per cent of the responses. No one indicated they felt the program was poor. Only three persons with children in the one and two year old group indicated they felt the child had not received an educational program. The educational program was defined as been the cognitive component of the total program. These findings are presented in Table 39.

The total number of respondents in the L.B.J.&C. program gave a rating of 'good' in 59.6 per cent of the responses and a rating of 'excellent' in 32.7 per cent of the responses to Question 23 involving the day care center's educational program. No one indicated that they felt the educational program was poor nor did any one indicate they felt they had not received an educational program. These findings are presented in Table 40.

Question 24 attempted to identify the basis for the parents' judgement to the question concerning the educational program provided for the child as given in Question 23. The total respondents in the Model Cities program gave the following as some of the most frequently mentioned reasons for the rating given to the preceding question: (1) the child has learned to use puzzles, knows his colors and his play habits have improved, (2) the child has learned school readiness, (3) the child has enjoyed the art projects, (4) the child has learned nursery rhymes, songs, colors and can use scissors, (5) the child brought home lots of things he made at school and (6) the child's general attitude was more positive. It should be noted that in reviewing the responses to this Question, some of the parents of the children that had day care a year-ago and are now in the first grade felt the day care experiences enable their child to be successful in the first grade. One parent indicated she felt her child was in the upper part of the first grade due to the day care experiences.

Table 39
RATING SCALE OF THE DAY CARE CENTER'S EDUCATIONAL PROGRAM PROVIDED FOR THE CHILD, MODEL CITIES RESPONDENTS

Responses to Question 23	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N= 195	
	N	%	N	%	N	%	N	%	N	%
Excellent	7	33.3%	35	54.7%	28	40.0%	21	52.5%	91	46.7%
Good	9	42.9%	28	43.7%	34	48.6%	18	45.0%	89	45.6%
Fair	0	0%	1	1.6%	5	7.1%	1	2.5%	7	3.6%
Poor	0	0%	0	0%	0	0%	0	0%	0	0%
No idea	1	4.8%	0	0%	1	1.4%	0	0%	2	1.0%
Have not received	3	14.3%	0	0%	0	0%	0	0%	3	1.5%
Other (Specify)	1	4.8%	0	0%	2	2.9%	0	0%	3	1.5%

Table 40
RATING SCALE OF THE DAY CARE CENTER'S EDUCATIONAL PROGRAM PROVIDED FOR THE CHILD, LBJ & C RESPONDENTS

Responses to Question 23	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Excellent	3	18.7%	4	22.2%	10	55.5%	17	32.7%
Good	12	75.0%	11	61.1%	8	44.4%	31	59.6%
Fair	1	6.2%	2	11.1%	0	0%	3	5.8%
Poor	0	0%	0	0%	0	0%	0	0%
No idea	0	0%	1	5.5%	0	0%	1	1.9%
Have not received	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%

The total number of respondents in the L.B.J.&C. program identified the following factors as influencing their judgement in rating the educational program (Question 24) provided by the day care program: (1) the child is more mannerly, (2) the child has learned to write his name, and knows stories, songs, numbers and letters, (3) the child has learned to play with others and share, (4) the child has learned to eat different foods and has taken a greater interest in a number of things and (5) he has learned more about understanding others. Both group of respondents (Model Cities and L.B.J.&C.) listed mainly school readiness activities as the basis for their judgement of the educational component of the day care program.

Question 25A attempted to determine if the day care center had helped any adult member of the household. Of the total number of respondents in the Model Cities program, 76.4 per cent indicated a negative response and 23.6 per cent indicated a positive response. These findings are presented in Table 41.

The responses from the participants in the L.B.J.&C. program indicated that a majority (84.6 per cent) of the parents felt the day care center had not helped any adult member of the household. This compared with a smaller percentage (15.4 per cent) that indicated the day care center had helped an adult member(s) of the household. These findings are presented in Table 42.

Question 25B was asked of the parents that gave a positive response to Question 25A. The parents were asked to rate the services provided for other members of the household (such as basis education or training) by the day care service. The responses from the Model Cities participants indicated that those that had received these services felt they should be rated either 'excellent' (52.2 per cent) or 'good' (45.6 per cent). Only one person that indicated he/she had received other services provided for other members of the household, indicated he/she had no idea as how to rate this service. These findings are presented in Table 43.

The responses to Question 25B by the L.B.J.&C. participants, who had received other services as provided for other members of the household by the day care center, indicated that 75.0 per cent of the group felt the service was 'good'. The remainder of the group (25.0 per cent) indicated they felt the service was 'excellent'. These findings are presented in Table 44.

Table 41
HAS THIS DAY CARE CENTER HELPED ANY ADULT MEMBERS OF THE HOUSEHOLD, MODEL CITIES
RESPONDENTS

Responses to Question 25A	YES		NO	
	N	%	N	%
One & Two Year Olds	3	14.3%	18	85.7%
Three & Four Year Olds	16	25.0%	48	75.0%
Five Year Olds	14	20.0%	56	80.0%
Six Year Olds	13	32.5%	27	67.5%
TOTAL (N=195)	46	23.6%	149	76.4%

Table 42
HAS THIS DAY CARE CENTER HELPED ANY ADULT MEMBERS OF THE HOUSEHOLD, LBJ & C RESPONDENTS

Responses to Question 25A	YES		NO	
	N	%	N	%
Three & Four Year Olds	1	6.2%	15	93.7%
Five Year Olds	6	33.3%	12	66.7%
Six Year Olds	1	5.5%	17	94.4%
TOTAL (N=52)	8	15.4%	44	84.6%

Table 43

RATING SCALE OF THE DAY CARE CENTER'S OTHER SERVICES AS PROVIDED FOR OTHER MEMBERS OF THE HOUSEHOLD, MODEL CITIES

RESPONDENTS

Responses to Question 25B	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=46	
	N	%	N	%	N	%	N	%	N	%
Excellent	0	0%	7	43.7%	8	57.1%	9	69.2%	24	52.2%
Good	3	100.0%	8	50.0%	6	42.9%	4	30.8%	21	45.6%
Fair	0	0%	0	0%	0	0%	0	0%	0	0%
Poor	0	0%	0	0%	0	0%	0	0%	0	0%
No idea	0	0%	1	6.2%	0	0%	0	0%	1	2.2%
Have not received	0	0%	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%	0	0%

Table 44

RATING SCALE OF THE DAY CARE CENTER'S OTHER SERVICES AS PROVIDED FOR OTHER MEMBERS OF THE HOUSEHOLD, LBJ & C RESPONDENTS

Responses to Question 25B	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N= 8	
	N	%	N	%	N	%	N	%
Excellent	0	0%	1	16.7%	1	100.0%	2	25.0%
Good	1	100.0%	5	83.3%	0	0%	6	75.0%
Fair	0	0%	0	0%	0	0%	0	0%
Poor	0	0%	0	0%	0	0%	0	0%
No idea	0	0%	0	0%	0	0%	0	0%
Have not received	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%

Question 26 was asked to ascertain the basis for the participants' (that had received this service) reasons or basis for their judgement of the rating of the services (Question 25B). The most frequently mentioned reasons for basing their judgement in a particular category on the rating scale were as follows: (1) a person was able to go to school, (2) a person was able to complete the GED and (3) a person was able to go to sewing classes. The most frequently mentioned advantages by the mothers was the availability of the sewing classes and sewing instructions.

Of the participants in the L.B.J.&C. program that indicated that an adult member of the family had received services such as basis education or training by the day care service, the most frequently mentioned factors in determining the rating they gave this service were as follows: (1) a person was able to go through a welding course, (2) a person was able to go to beauty school and to get a job, and (3) it enabled the mother to sleep during the day.

Question 27 attempted to determine the ways the respondents would like to be more involved in the operation of the day care center. Of the total number of respondents in the Model Cities program, the majority (52.3 per cent) indicated they had no idea of some of the ways they could or would like to be involved. Another large group (44.6 per cent) gave a varity of answers which were tabulated under the category "other". Among the ways mentioned in "other", the respondents would like to be more involved in the operation of the day care center were the following points: (1) a person would like to be a teacher's aide or substitute aide, (2) a person would like to learn more about what went on in the day care center, (3) a person would like to help with the activities or to play Santa and would be willing to provide any needed transportation, and (4) a person was interested in helping with parties or to be able to visit the classroom more. It should be noted that in this set of responses a number of persons indicated they would like to be a teacher's aide. One mother indicated she was interested in helping but had too many children. These findings are presented in Table 45.

The total number of respondents in the L.B.J.&C. program indicated 50.0 per cent had no idea of the ways they could or would like to be involved in the operation of the day care center (Question 27). Of this same group of respondents, 44.2 per cent identified other areas in which

Table 45
WAYS THE RESPONDENT WOULD LIKE TO BE MORE INVOLVED IN THE OPERATION OF THE DAY CARE CENTER, MODEL CITIES (ONE OR TWO RESPONSES)

Responses to Question 27	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Selecting staff	0	0%	2	3.1%	1	1.4%	0	0%	3	1.5%
Setting policy	1	4.8%	4	6.2%	1	1.4%	1	2.5%	7	3.6%
Selecting curriculum	0	0%	0	0%	0	0%	0	0%	0	.0%
Determining funding	0	0%	2	3.1%	1	1.4%	0	0%	3	1.5%
No idea	13	61.9%	36	56.2%	32	45.7%	21	52.5%	102	52.3%
Other (Specify)	7	33.3%	22	34.4%	35	50.0%	18	45.0%	87	44.6%

they would like to be more involved and these were classified under the category "other". Among the most frequently mentioned "other" ways the respondents would like to be more involved in the operation of the day care center were the following: (1) a person would like to be a teacher's aide, (2) a person would like to be more involved in parent meetings and (3) a person felt more parent involvement was needed. A number of the participants in the study indicated they were very interested in being more involved but did not have the time to devote. It should be noted that in both of the groups (Model Cities and L.B.J.&C.), that no one listed the selection of curriculum for the day care center as a way in which they would like to be more involved in the operation of the day care center. The L.B.J.&C. respondents also did not list the area of 'determining funding' as a possible way they would like to be more involved in as far as the operation of the day care center was concerned. These findings are presented in Table 46.

Question 28 sought to determine the parents' attitude toward persons they would like to be working with their children in the day care center. The total number of Model Cities respondents indicated the most desirable characteristics of persons to work with children in the day care center were as follows: (1) likes children (51.3 per cent), (2) has patience (47.2 per cent), (3) well-educated (16.4 per cent) and (4) "other" (39.5 per cent). Under the category "other" some of the characteristics given were (1) the person should be mature, (2) the person should be very confident, (3) the person should be open-minded, (4) the person should be strict, (5) the person should be specialized in child education and (6) the person should be young. It should be noted that the category of a desirable characteristic of persons to work with children should be "that the person has children" received a low rating (6.7 per cent). Another category that received a low rating was "that the person should be an older person" (1.5 per cent). However, some of the respondents did indicate they thought the person should have the characteristic of being "motherly." These findings are presented in Table 47.

The total number of respondents in the L.B.J.&C. program gave the following responses to Question 28 as to the desirable characteristics of persons to work with children in the day care center: (1) like children (51.9 per cent), (2) has patience (32.7 per cent) and (3) the category "other" (30.8 per cent). Under the category "other" some

Table 46
WAYS THE RESPONDENT WOULD LIKE TO BE MORE INVOLVED IN THE OPERATION OF THE DAY CARE CENTER, LBJ & C (ONE OR TWO RESPONSES)

Responses to Question 27	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Selecting staff	1	6.2%	0	0%	1	5.5%	2	3.8%
Setting policy	0	0%	1	5.5%	0	0%	1	1.9%
Selecting curriculum	0	0%	0	0%	0	0%	0	0%
Determining funding	0	0%	0	0%	0	0%	0	0%
No idea	9	56.2%	9	50.0%	8	44.4%	26	50.0%
Other (Specify)	6	37.5%	8	44.4%	9	50.0%	23	44.2%

Table 47

DESIRABLE CHARACTERISTICS OF PERSONS TO WORK WITH CHILDREN IN DAY CARE CENTER, MODEL CITIES RESPONDENTS (ONE OR TWO RESPONSES)

Responses to Question 28	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Likes children	10	47.6%	35	54.7%	37	52.9%	18	45.0%	100	51.3%
Has children	1	4.8%	3	4.6%	5	7.1%	4	10.0%	13	6.7%
Patience	13	61.9%	30	46.9%	33	47.1%	16	40.0%	92	47.2%
Older person	0	0%	0	0%	1	1.4%	2	5.0%	3	1.5%
Well-educated	3	14.3%	11	17.2%	14	20.0%	4	10.0%	32	16.4%
No idea	1	4.8%	1	1.6%	1	1.4%	1	2.5%	4	2.0%
Other (Specify)	7	33.3%	25	39.1%	31	44.3%	14	35.0%	77	39.5%

of the most frequently mentioned characteristics were: (1) a person that was good and kind, (2) a person that got along with children, (3) a person that was young, (4) a person that was good natured and (5) a person that was friendly and understanding. No one indicated a desirable characteristic should be "that the adult had to be an older person" (0 per cent). These findings are presented in Table 48.

Question 29A sought to determine whether or not the respondents receiving day care services would like special assistance in providing home educational experiences. In the total Model Cities group, 52.3 per cent indicated they would like this assistance while 47.7 per cent indicated they would not. The largest positive response for assistance came from the respondents that had five year old children in the day care service (57.1 per cent). These findings are presented in Table 49.

Similar findings were obtained from the total number of respondents in the L.B.J.&C. program when ask if they would like assistance in providing home educational experiences (Question 29A). Of this group, 51.9 per cent indicated they would like assistance in providing home educational experiences. Again, the respondents of children that were in the five year old group gave the highest percentage of positive responses (66.7 per cent). These findings are presented in Table 50.

Question 29B was ask of the parents that indicated in Question 29A that they would like assistance in providing home educational experiences for their child. In the total Model Cities group of the 102 persons that gave a positive response to Question 29A, 64.7 per cent indicated they desired assistance in providing materials. Of the total group, 12.7 per cent indicated that although they desired assistance, they had no idea what type they would want. In the "other category (14.7 per cent), were mentioned books and work sheets, sharing and presenting ideas, and tutoring. Under the category "to provide training" in the use of home educational experiences as a way the day care staff could assist parents, 7.8 per cent indicated they desired this assistance. The weekly visits, work in the day care center and/or newsletter did not receive any mention by these parents as been experiences they felt they needed at this time (0 per cent). These findings are presented in Table 51.

Table 48

DESIRABLE CHARACTERISTICS OF PERSONS TO WORK WITH CHILDREN IN DAY CARE CENTER
LBJ & C RESPONDENTS (ONE OR TWO RESPONSES)

Responses to Question 28	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N= 52	
	N	%	N	%	N	%	N	%
Likes children	10	62.5%	9	50.0%	8	44.4%	27	51.9%
Has children	2	12.5%	1	5.5%	1	5.5%	4	7.7%
Patience	1	6.2%	8	44.4%	8	44.4%	17	32.7%
Older person	0	0%	0	0%	0	0%	0	0%
Well-educated	0	0%	1	5.5%	2	11.1%	3	5.8%
No idea	0	0%	1	5.5%	1	5.5%	2	3.8%
Other (Specify)	3	18.7%	6	33.3%	7	38.9%	16	30.8%

Table 49
WOULD THE RESPONDENT LIKE ASSISTANCE IN PROVIDING HOME EDUCATIONAL EXPERIENCES, MODEL CITIES RESPONDENTS

Responses to Question 29A	YES		NO	
	N	%	N	%
One & Two Year Olds	7	33.3%	14	66.6%
Three & Four Year Olds	35	54.7%	29	45.3%
Five Year Olds	40	57.1%	30	42.9%
Six Year Olds	20	50.0%	20	50.0%
TOTAL (N=195)	102	52.3%	93	47.7%

Table 50
WOULD THE RESPONDENT LIKE ASSISTANCE IN PROVIDING HOME EDUCATIONAL EXPERIENCES, LBJ & C RESPONDENTS

Responses to Question 29A	YES		NO	
	N	%	N	%
Three & Four Year Olds	9	56.2%	7	43.7%
Five Year Olds	12	66.7%	6	33.3%
Six Year Olds	6	33.3%	12	66.7%
TOTAL (N=52)	27	51.9%	25	48.1%

Table 51

WAYS THE DAY CARE STAFF CAN ASSIST PARENTS IN PROVIDING HOME EDUCATIONAL EXPERIENCES FOR THE CHILD, MODEL CITIES RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 29B	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=102	
	N	%	N	%	N	%	N	%	N	%
Provide materials	4	57.1%	21	60.0%	27	67.5%	14	70.0%	66	64.7%
Provide training	1	14.3%	2	5.7%	4	10.0%	1	5.0%	8	7.8%
Weekly visits	0	0%	0	0%	0	0%	0	0%	0	0%
Work in the day care center	0	0%	0	0%	0	0%	0	0%	0	0%
Newsletter	0	0%	0	0%	0	0%	0	0%	0	0%
No idea	1	14.3%	6	17.1%	4	10.0%	2	10.0%	13	12.7%
Other (Specify)	1	14.3%	6	17.1%	5	12.5%	3	15.0%	15	14.7%

Of the respondents in the L.B.J.&C. program that indicated a positive reaction to assistance in providing home educational experiences, 55.5 per cent felt one way the day care staff could assist parents was through providing materials. In this same set of responses, 11.1 per cent indicated that although they desired assistance, they had no idea what type of assistance they wanted. Under the category "other" (33.3 per cent) some of the most frequently mentioned aids were (1) to have some one help them to have more patience with the children and (2) to provide books, writing and drawing materials. In this group no one mentioned having the day care staff "provide training" to the parents as a means of assistance in providing home educational experiences for the child. This differed from the Model Cities group mentioned above. In this group as well as in the Model Cities group no one listed weekly visits, work in the day care center and/or a newsletter as being ways they felt the day care center could assist the parents in providing educational experiences for the child in the home. These findings are presented in Table 52.

Under the third major objective of this study, Question 30 through 40A examined the families involved in day care in relation to selected variables. Under this major objective, the following areas were examined: (1) relationship of day care service and increased income of members of the household (2) relationship between day care service and household stability, marriage, working hours of household members, household size and increased educational level of members of the household and (3) number of other children in the household day care for school age children.

Question 30 attempted to determine the number of members of the household (if any) that had been able to obtain a job because of the use of the day care services. The total number of respondents in the Model Cities program indicated that 28.2 per cent of the mothers had been able to obtain employment because of the day care service, .5 per cent of the fathers and .5 per cent in the category identified as "other". This compared with 32.7 per cent of the L.B.J.&C. respondents who indicated that the mothers had been able to secure employment because of the day care service and 1.9 per cent of the siblings (brother and sister) had obtained a job. In the subcategory of these two groups, the mothers in the one and two year old Model Cities group (47.6 per cent) and the mothers in the L.B.J.&C. five year old group (44.4 per cent) appeared to benefit the greatest. These findings are presented in Tables 53 and 54.

Table 52
WAYS THE DAY CARE STAFF CAN ASSIST PARENTS IN PROVIDING HOME EDUCATIONAL EXPERIENCES FOR THE CHILD, LBJ & C RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 29B	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=27	
	N	%	N	%	N	%	N	%
Provide materials	7	77.8%	5	41.7%	3	50.0%	15	55.5%
Provide training	0	0%	0	0%	0	0%	0	0%
Weekly visits	0	0%	0	0%	0	0%	0	0%
Work in the day care center	0	0%	0	0%	0	0%	0	0%
Newsletter	0	0%	0	0%	0	0%	0	0%
No idea	0	0%	1	8.3%	2	33.3%	3	11.1%
Other (Specify)	2	22.2%	6	50.0%	1	16.7%	9	33.3%

Table 53
NUMBER OF MEMBERS OF THE HOUSEHOLD THAT HAVE BEEN ABLE TO OBTAIN A JOB BECAUSE OF THE DAY CARE SERVICE, MODEL CITIES RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 30	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Mother	10	47.6%	16	25.0%	17	24.3%	12	30.0%	55	28.2%
Father	0	0%	0	0%	1	1.4%	0	0%	1	.5%
Sibling	0	0%	0	0%	0	0%	0	0%	0	0%
Grandparent	0	0%	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	1	1.6%	0	0%	0	0%	1	.5%
No one	11	52.4%	47	73.4%	52	74.3%	28	70.0%	138	70.8%

Table 54

NUMBER OF MEMBERS OF THE HOUSEHOLD THAT HAVE BEEN ABLE TO OBTAIN A JOB BECAUSE OF THE DAY CARE SERVICE, LBJ & C RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 30	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Mother	4	25.0%	8	44.4%	5	27.8%	17	32.7%
Father	0	0%	0	0%	0	0%	0	0%
Sibling	0	0%	1	5.5%	0	0%	1	1.9%
Grandparent	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%
No one	12	75.0%	9	50.0%	13	72.2%	34	65.4%

Question 31 attempted to determine if any members of the household had been able to increase the number of working hours per week (on a job) because of the day care service. In the total group of Model Cities respondents, 12.8 per cent indicated the mothers had increased their working hours per week and 1.0 per cent of the fathers indicated they had increased their working hours per week because of the day care service. In the total L.B.J.&C. group, it was found that 13.5 per cent of the mothers increased their working hours per week and 1.9 per cent of the fathers had been able to increase the number of working hours per week (on a job) because of the day care service. In both of these groups it was reported that no sibling (brother or sister) or grandparent had increased the number of working hours per week due to use of the day care service. The remainder of the respondents in the Model Cities program (86.1 per cent) and in the L.B.J.&C. program (84.6 per cent) indicated no one had increased the number of working hours per week (on a job) because of the day care service. These findings are presented in Tables 55 and 56.

Question 32 sought to determine if any member of the household had been able to receive more money (increase in salary) per week because of the use of the day care service by the child or children in the home. In the total number of respondents in the Model Cities program, 13.8 per cent of the mothers indicated they had received an increase in salary per week because of the day care service. A smaller number of fathers (1.0 per cent) also reported an increase in salary while a small number of members of the household classified under "other" also received an increase in salary due to use of the day care (3.6 per cent). It is interesting to note that approximately the same percentage of mothers in all four groups of the Model Cities participants received an increase in salary per week because of the day care service, and grandparents were not mentioned as having received additional monetary provisions. These findings are presented in Table 57.

In response to Question 32, the total number of the L.B.J.&C. respondents reported that 13.5 per cent of the mothers had received an increase in salary per week because of the day care service. No other member reported an increase in salary. These findings are presented in Table 58.

The next series of questions attempted to determine any changes due to marriage or divorce in the family unit.

Table 55

NUMBER OF MEMBERS OF THE HOUSEHOLD THAT HAVE BEEN ABLE TO INCREASE THE NUMBER OF WORKING HOURS PER WEEK (ON A JOB) BECAUSE OF THE DAY CARE SERVICE, MODEL CITIES

RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 31	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Mother	4	19.0%	9	14.1%	6	8.6%	6	15.0%	25	12.8%
Father	0	0%	1	1.6%	1	1.4%	0	0%	2	1.0%
Sibling	0	0%	0	0%	0	0%	0	0%	0	0%
Grandparent	0	0%	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%	0	0%
No one	17	80.9%	54	84.4%	63	90.0%	34	85.0%	168	86.1%

Table 56

NUMBER OF MEMBERS OF THE HOUSEHOLD THAT HAVE BEEN ABLE TO INCREASE THE NUMBER OF WORKING HOURS PER WEEK (ON A JOB) BECAUSE OF THE DAY CARE SERVICE.

LBJ & C RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 31	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Mother	2	12.5%	3	16.7%	2	11.1%	7	13.5%
Father	0	0%	0	0%	1	5.5%	1	1.9%
Sibling	0	0%	0	0%	0	0%	0	0%
Grandparent	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%
No one	14	87.5%	15	83.3%	15	83.3%	44	84.6%

Table 57

INCREASE IN SALARY PER WEEK OF MEMBERS IN THE HOUSEHOLD BECAUSE OF THE DAY CARE SERVICE, MODEL CITIES RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 32	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Mother	3	14.3%	9	14.1%	9	12.9%	6	15.0%	27	13.8%
Father	0	0%	1	1.6%	1	1.4%	0	0%	2	1.0%
Sibling	0	0%	0	0%	0	0%	0	0%	0	0%
Grandparent	0	0%	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	1	1.6%	6	8.6%	0	0%	7	3.6%
No one	18	85.7%	53	82.8%	54	77.1%	34	85.0%	159	81.5%

Table 58

INCREASE IN SALARY PER WEEK OF MEMBERS IN THE HOUSEHOLD BECAUSE OF THE DAY CARE SERVICE, LBJ & C RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 32	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Mother	1	6.2%	4	22.2%	2	11.1%	7	13.5%
Father	0	0%	0	0%	0	0%	0	0%
Sibling	0	0%	0	0%	0	0%	0	0%
Grandparent	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%
No one	15	93.7%	14	77.8%	16	88.9%	45	86.5%

As has already been explained in a preceding chapter, due to certain customs and beliefs of this region, this area had to be handled very tactfully.

Question 33 sought to determine if any members of the household no longer resided at that address. In the Model Cities group it was found one mother (.5 per cent), three fathers (1.5 per cent), three siblings (brother or sister) (1.5 per cent), and one grandparent (.5 per cent) no longer resided in a particular household. In the same group of total responses, 95.9 per cent indicated that the same members of the household resided at that address as had been residing there when they first started using the day care service. It should be pointed out that because of this investigator's personal knowledge of this region, some of the parents may have been reluctant to identify another person or mate as no longer being a part of the family unit. Also, being away from home for long periods of time, especially by the father, is not considered to be abnormal. These findings are presented in Table 59.

In the total number of respondents from the L.B.J.&C. program it was found that three siblings (brother or sister) (5.8 per cent) and one classified under the category "other" (1.9 per cent) were no longer in residence (Question 33). In this set of responses no indication that a mother or father had left any of the households interviewed was found by the interviewers. However, the circumstances presented in the above paragraph, refer to this situation also. Of this set of responses, 92.3 per cent indicated the same members of the household resided at that address that had been living there when the use of the day care service was begun. These findings are presented in Table 60.

Question 34 sought to determine if there were any members of the household that were new at the address that were not in the household when the use of the day care service was started. This question could be used as a cross-check in some instances of Question 33 (new step-father or step-mother, etc.). Of the total number of Model Cities respondents, it was found that 8.2 per cent reported a new sibling (brother or sister), .5 per cent a new mother and 1.5 per cent a new person under the category "other". In this same set of responses, 89.7 per cent indicated no one new resided at this address that had not resided there when the day care service was started. No new "fathers" were reported. These findings are presented in Table 61.

Table 59
MEMBERS OF THE HOUSEHOLD THAT NO LONGER RESIDE AT THIS ADDRESS,
MODEL CITIES RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 33	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Mother	1	4.8%	0	0%	0	0%	0	0%	1	.5%
Father	0	0%	2	3.1%	1	1.4%	0	0%	3	1.5%
Sibling	0	0%	1	1.6%	0	0%	2	5.0%	3	1.5%
Grandparent	0	0%	1	1.6%	0	0%	0	0%	1	.5%
Other (Specify)	0	0%	0	0%	0	0%	0	0%	0	0%
Same members	20	95.2%	60	93.7%	69	98.6%	38	95.0%	187	95.9%

Table 60
MEMBERS OF THE HOUSEHOLD THAT NO LONGER RESIDE AT THIS ADDRESS,
LBJ & C RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 33	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Mother	0	0%	0	0%	0	0%	0	0%
Father	0	0%	0	0%	0	0%	0	0%
Sibling	0	0%	2	11.1%	1	5.5%	3	5.8%
Grandparent	0	0%	0	0%	0	0%	0	0%
Other (Specify)	1	6.2%	0	0%	0	0%	1	1.9%
Same members	15	93.7%	16	88.9%	17	94.4%	48	92.3%

Table 61
MEMBERS OF THE HOUSEHOLD THAT ARE NEW AT THIS ADDRESS, MODEL CITIES
RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 34	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Mother	0	0%	0	0%	0	0%	1	2.5%	1	.5%
Father	0	0%	0	0%	0	0%	0	0%	0	0%
Sibling	0	0%	3	4.6%	6	8.6%	7	17.5%	16	8.2%
Grandparent	0	0%	0	0%	0	0%	0	0%	0	0%
Other (Specify)	1	4.8%	0	0%	2	2.9%	0	0%	3	1.5%
No one	20	95.2%	61	95.3%	62	88.6%	32	80.0%	175	89.7%

In the total number of L.B.J.&C. respondents, 9.6 per cent reported a new sibling (brother or sister), 1.9 per cent a new father and 1.9 per cent a new member of the household under the category "other". In response to Question 34 in this set of responses no new "mothers" was reported and in both Model Cities and L.B.J.&C., no new "grandparents" were reported. These findings are presented in Table 62.

Question 35 sought to identify the working hours outside of the home of the members of the household. Each member of the household that had employment outside the home was asked what hours he or she worked. It was noted that a number of the parents went to work as early as 6:00 and a large number went to work between 7:00 and 8:30. This meant that some parents got off work at 3:00 and some parents, if they went to work at 8:00 got off at 5:30 or 6:00. These findings have implications for the hours that the day care center is open or may find that they need to be open.

In the total L.B.J.&C. group, the responses to Question 35 concerning the hours that the members of the household were employed outside the home, it was found that most of these parents did not go to work until around 7:00 in the morning. This meant that some would be getting off from work at 3:00 and later in the afternoon. Again, these findings have implications for the operating hours of the day care center.

Question 36 sought to determine if any of the members of the household had been married since the initial use of the day care service. In the total Model Cities set of responses, one father (.5 per cent) and two siblings (brother or sister) (1.0 per cent) were found to have married since the family had started using the day care service. Of the rest of the responses, 98.5 per cent indicated that the household was much the same as when the use of the day care service was started. These findings are presented in Table 63.

In the total L.B.J.&C. set of responses, it was found that 3.8 per cent of the siblings (two persons) of the households interviewed had been married since the initial use of the day care service (Question 36). The remainder of the responses, 96.1 per cent, indicated no one in the household had recently been married. These findings are presented in Table 64.

Table 62
MEMBERS OF THE HOUSEHOLD THAT ARE NEW AT THIS ADDRESS, LBJ & C

RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 34	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Mother	0	0%	0	0%	0	0%	0	0%
Father	0	0%	1	5.5%	0	0%	1	1.9%
Sibling	1	6.2%	3	16.7%	1	5.5%	5	9.6%
Grandparent	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	1	5.5%	0	0%	1	1.9%
No one	15	93.7%	13	72.2%	17	94.4%	45	86.5%

Table 63

MEMBERS OF THE HOUSEHOLD THAT HAVE MARRIED SINCE THE INITIAL USE OF THE DAY CARE SERVICE, MODEL CITIES RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 36	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Mother	0	0%	0	0%	0	0%	0	0%	0	0%
Father	0	0%	0	0%	0	0%	1	2.5%	1	.5%
Sibling	1	4.8%	0	0%	0	0%	1	2.5%	2	1.0%
Grandparent	0	0%	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%	0	0%
No one	20	95.2%	64	100.0%	70	100.0%	38	95.0%	192	98.5%

Table 64
MEMBERS OF THE HOUSEHOLD THAT HAVE MARRIED SINCE THE INITIAL USE OF THE DAY CARE SERVICE, LBJ & C
RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 36	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Mother	0	0%	0	0%	0	0%	0	0%
Father	0	0%	0	0%	0	0%	0	0%
Sibling	0	0%	2	11.1%	0	0%	2	3.8%
Grandparent	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%
No one	16	100.0%	16	88.9%	18	100.0%	50	96.1%

Question 37 sought to determine if any members of the household had left home since the initial use of the day care service. This question was a cross-check of Question 33. In the total set of responses from the Model Cities respondents it was found that four fathers (2.0 per cent) and one sibling (brother or sister) (.5 per cent) were reported as having left home. In 97.4 per cent of the responses, it was found that no one had left home since the initial use of the day care service. There are some discrepencies in the two Tables for these two questions as reported by the respondents (Question 33 and 37 as reported in Table 59 and Table 65). Again, terminology such as "left home" may have had a bearing on the responses given in this question. These findings are presented in Table 65.

In response to Question 37, the respondents from the L.B.J.&C. program indicated that no one had left home since the initial use of the day care service. Again, these findings should be a cross-check of the findings in Question 33 (Table 60). The responses reported in Table 60 and Table 66 are not in total agreement and it should be pointed out that it is felt by this investigator it could be due to terminology such as "left home". This type of terminology tends to inhibit some persons and may cause them to be reluctant to furnish information. These findings are presented in Table 66.

In attempting to determine if any one in the household had been able to obtain more education or training because of the day care services, the respondents were ask Question 38A. Of the total number of Model Cities participants, 29.7 per cent indicated they had been able to obtain more education or training, while 70.3 per cent indicated they had not. These findings are presented in Table 67.

In Table 68 is presented the findings to Question 38A, from the total L.B.J.&C. respondents concerning if any one in the household had obtained more education or training because of the day care service. It was found that 9.6 per cent indicated they had been able to obtain more education or training while 90.4 per cent indicated they had not. These findings are presented in Table 68.

Question 38B sought to determine which members of the household had received more education or training. This information came from the persons who had given a positive reply to 38A. Of the group that gave the positive response in Question 38A from the Model Cities program, it was found

Table 65

MEMBERS OF THE HOUSEHOLD THAT HAVE LEFT HOME SINCE THE INITIAL USE OF THE DAY CARE SERVICE, MODEL CITIES RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 37	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Mother	0	0%	0	0%	0	0%	0	0%	0	0%
Father	0	0%	2	3.1%	2	2.9%	0	0%	4	2.0%
Sibling	0	0%	1	1.6%	0	0%	0	0%	1	.5%
Grandparent	0	0%	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%	0	0%
No one	21	100.0%	61	95.3%	68	97.1%	40	100.0%	190	97.4%

Table 66

MEMBERS OF THE HOUSEHOLD THAT HAVE LEFT HOME SINCE THE INITIAL USE OF THE DAY CARE SERVICE
LBJ & C RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 37	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Mother	0	0%	0	0%	0	0%	0	0%
Father	0	0%	0	0%	0	0%	0	0%
Sibling	0	0%	0	0%	0	0%	0	0%
Grandparent	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%
No one	16	100.0%	18	100.0%	18	100.0%	52	100.0%

Table 67
HAS ANYONE IN THE HOUSEHOLD OBTAINED MORE EDUCATION OR TRAINING BECAUSE OF THE DAY CARE SERVICE, MODEL CITIES RESPONDENTS

Responses to Question 38A	YES		NO	
	N	%	N	%
One & Two Year Olds	10	5.1%	11	5.6%
Three & Four Year Olds	21	10.3%	44	22.6%
Five Year Olds	13	6.7%	57	29.2%
Six Year Olds	15	7.7%	25	12.8%
TOTAL (N=195)	58	29.7%	137	70.3%

Table 68
HAS ANYONE IN THE HOUSEHOLD OBTAINED MORE EDUCATION OR TRAINING BECAUSE OF THE DAY CARE SERVICE, LBJ & C RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 38A	YES		NO	
	N	%	N	%
Three & Four Year Olds	3	18.7%	13	81.2%
Five Year Olds	2	11.1%	16	88.9%
Six Year Olds	0	0%	18	100.0%
TOTAL (N=52)	5	9.6%	47	90.4%

that the mother had received more education or training because of the day care service than any other member in the family (24.1 per cent). The father received the next highest percentage of responses as to the members of the household that had received more training or education (5.1 per cent). A small number of siblings (brother or sister) (.5 per cent) and a small number under the category "other" (.5 per cent) were also identified. These findings are presented in Table 69.

In the total number of L.B.J.&C. responses, those that had indicated a positive response to Question 38A, the mother was found to be the member of the household that had received more education or training than any other member because of the day care service (7.7 per cent). The father in the household was found to have received more education or training because of the day care service to a much lesser degree (1.9 per cent). These findings are presented in Table 70.

Question 39 examined the type of education or training that a member of the household received because they were able to use the day care service. This question was asked only of the parents that had responded positively to Question 38. The Model Cities respondents replied that the type of training or education that they were able to obtain included the following: (1) adult education classes, (2) general business classes and (3) to take college level courses. These responses were primarly in regard to the mother of the household. For the father of the household additional education or training included: (1) work in electronics, (2) basic education and (3) college level courses.

In the L.B.J.&C. group the most frequently mentioned additional education or training (Question 39) provided for the mother included being able to attend the cosmotologist (beauty) school. For the father, the additional education or training mentioned was welding courses.

Question 40A sought to determine if any other member of the household was attending this day care center. In theory, this could influence responses to questions concerning services provided by the day care center. Of the total Model Cities respondents only 4.1 per cent indicated they had another child attending this same day care center. This meant that of the total group, 95.9 per cent did not have

Table 69

MEMBERS OF THE HOUSEHOLD THAT HAVE RECEIVED MORE EDUCATION OR TRAINING BECAUSE OF THE DAY CARE SERVICE, MODEL CITIES RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 38B	One & Two Year Olds		Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=195	
	N	%	N	%	N	%	N	%	N	%
Mother	8	39.1%	14	21.9%	12	17.1%	13	32.5%	47	24.1%
Father	2	9.5%	5	7.8%	1	1.4%	2	5.0%	10	5.1%
Sibling	0	0%	1	1.6%	0	0%	0	0%	1	.5%
Grandparent	0	0%	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	1	1.6%	0	0%	0	0%	1	.5%
No one	11	52.4%	44	68.7%	57	81.4%	25	62.5%	137	70.2%

Table 70
MEMBERS OF THE HOUSEHOLD THAT HAVE RECEIVED MORE EDUCATION OR TRAINING BECAUSE OF THE DAY CARE SERVICE, LBJ & C RESPONDENTS (ONE OR MORE RESPONSES)

Responses to Question 38B	Three & Four Year Olds		Five Year Olds		Six Year Olds		TOTAL N=52	
	N	%	N	%	N	%	N	%
Mother	3	18.7%	1	5.5%	0	0%	4	7.7%
Father	0	0%	1	5.5%	0	0%	1	1.9%
Sibling	0	0%	0	0%	0	0%	0	0%
Grandparent	0	0%	0	0%	0	0%	0	0%
Other (Specify)	0	0%	0	0%	0	0%	0	0%
No one	13	81.2%	16	88.9%	18	100.0%	47	90.4%

another member of the household attending the day care center. This could mean that the responses to the question concerning the day care service were free of bias that could have existed in prior situations involving another child in the family. These findings are presented in Table 71.

The total number of respondents in the L.B.J.&C. program indicated that 23.1 per cent of the households had another child attending this same day care center, while 76.9 per cent indicated they did not have another child attending the day care center. These findings are in response to Question 40A concerning whether or not any other member of the family (child or children) attended the same day care center as the child on which the interview was conducted. The results are presented in Table 72.

Additional information concerning the family unit and opinions of the parents on first grade achievement are presented in Questions 40B through 44.

The total number of responses to Question 40B, the number of other children in the household attending the same day care center, revealed that in the Model Cities group there were eight children attending the same day care center as their brothers and sisters. These findings are presented in Table 73.

The total number of responses from the L.B.J.&C. respondents indicated that twelve children were attending the same day care center operated by L.B.J.&C. that their brothers and sisters in this study also attended. If a family had another child in the same center there would exist the possibility it could influence positively or negatively the responses given by the parents. These findings are presented in Table 74.

Question 41A sought to determine if there were other members of the household attending other day care homes or centers. The total number of respondents from the Model Cities program indicated that 20.0 per cent of the household had a child or children attending another day care home or center. This compared with 80.0 per cent of the responses that indicated no other member of the household was attending another day care home or center. These findings are presented in Table 75.

Table 71
ARE OTHER MEMBERS OF THE HOUSEHOLD ATTENDING THIS DAY CARE CENTER, MODEL CITIES
RESPONDENTS

Responses to Question 40A	YES		NO	
	N	%	N	%
One & Two Year Olds	1	4.8%	20	95.2%
Three & Four Year Olds	2	3.1%	62	96.9%
Five Year Olds	4	5.7%	66	94.3%
Six Year Olds	1	2.5%	39	97.5%
TOTAL (N=195)	8	4.1%	187	95.9%

Table 72
ARE OTHERS MEMBERS OF THE HOUSEHOLD ATTENDING
THIS DAY CARE CENTER, LBJ & C
RESPONDENTS

Responses to Question 40A	YES		NO	
	N	%	N	%
Three & Four Year Olds	6	37.5%	10	62.5%
Five Year Olds	2	11.1%	16	88.9%
Six Year Olds	4	22.2%	14	77.8%
TOTAL (N=52)	12	23.1%	40	76.9%

Table 73

NUMBER OF OTHER CHILDREN IN THE HOUSEHOLD ATTENDING THIS DAY CARE CENTER, MODEL CITIES RESPONDENTS

Response to Question 40B Age Group	Number of Children						
	One	Two	Three	Four	Five	Six	TOTAL
1-2	X						1
3-4		X					2
5				X			4
6	X						1
TOTAL	2	2		4			8

Table 74
NUMBER OF OTHER CHILDREN IN THE HOUSEHOLD ATTENDING THIS DAY CARE CENTER, LBJ & C RESPONDENTS

Response to Question 40B Age Group	Number of Children						
	One	Two	Three	Four	Five	Six	TOTAL
1-2							0
3-4						X	6
5		X					2
6				X			4
TOTAL		2		4		6	12

Table 75
ARE OTHER MEMBERS OF HOUSEHOLD ATTENDING OTHER DAY CARE HOMES/CENTERS, MODEL CITIES RESPONDENTS

Response to Question 41A	YES		NO	
Age Group	N	%	N	%
One & Two Year Olds	4	2.0%	17	8.7%
Three & Four Year Olds	16	8.2%	48	24.6%
Five Year Olds	10	5.1%	60	30.8%
Six Year Olds	9	4.6%	31	15.9%
TOTAL (N=195)	39	20.0%	156	80.0%

In the total number of L.B.J.&C. responses, it was found that 1.9 per cent of the households had a child or children attending another day care home or center (Question 41A). This compared with 98.1 per cent of the respondents that indicated no other member of the household was attending another day care home or center. These findings are presented in Table 76.

Question 41B sought to determine the number of members of the household attending another day care home or center. In the total number of Model Cities responses it was found that in the homes of the one and two year old group of children being interviewed, four other members of the household attended another day care home or center. This compared to the three and four year old group that indicated they had a total number of 23 children in these households attending other day care homes or centers. In the five year old group and in the six year old group the households indicated that they had a total of 12 other members (children) in each of the two age groups being interviewed that were attending other day care homes or centers. This made a total of 51 children (out of all Model Cities families interviewed) that attended another day care home or center other than the Model Cities center in which the child that the interview was being conducted on was attending. These findings are presented in Table 77.

The total number of respondents from the L.B.J.&C. program indicated that the total number of other members (children) of the household attending another day care home or center was one. This one child came from a group of responses in which the families also had a child in the three and four year old L.B.J.&C. program. These findings are presented in Table 78.

Question 42A sought to provide information as to whether or not any other members of the household was receiving before-after school day care service. It was found that in the total number of responses from the Model Cities respondents that 14.4 per cent of the households indicated that they had children (ages 5-12) that were receiving before-after school day care service. It was found that in the total number of L.B.J.&C. responses that 3.8 per cent of the households indicated they had a child or children receiving before-after school day care service for school age children, ages 5-12. These findings are presented in Tables 79 and 80.

Table 76

ARE OTHER MEMBERS OF HOUSEHOLD ATTENDING OTHER DAY CARE HOMES/CENTERS, LBJ & C RESPONDENTS

Response to Question 41A	YES		NO	
Age Group	N	%	N	%
Three & Four Year Olds	1	1.9%	15	28.8%
Five Year Olds	0	0%	18	34.6%
Six Year Olds	0	0%	18	34.6%
TOTAL (N=52)	1	1.9%	51	98.1%

Table 77
NUMBER OF MEMBERS OF HOUSEHOLD ATTENDING OTHER DAY CARE HOMES/CENTERS, MODEL CITIES RESPONDENTS

Response to Question 41B / Age Group	Number of Children						
	One	Two	Four	Six	Twelve	Twenty-Three	TOTAL
1-2			X				4
3-4						X	23
5					X		12
6					X		12
TOTAL			4		24	23	51

Table 78
NUMBER OF MEMBERS OF HOUSEHOLD ATTENDING OTHER DAY CARE HOMES/CENTERS, LBJ & C RESPONDENTS

Response to Question 41B	Number of Children				
Age Group	One	Two	Three	Four	TOTAL
3-4	X				1
5					
6					
TOTAL	1				1

Table 79
ARE ANY MEMBERS OF THE HOUSEHOLD RECEIVING BEFORE AND/OR AFTER SCHOOL DAY CARE SERVICE (AGES 5-12), MODEL CITIES
RESPONDENTS

Response to Question 42A	YES		NO	
Age Group	N	%	N	%
One & Two Year Olds	3	1.5%	18	9.2%
Three & Four Year Olds	9	4.6%	55	28.2%
Five Year Olds	7	3.6%	63	32.3%
Six Year Olds	9	4.6%	31	15.9%
TOTAL (N=195)	28	14.4%	167	85.6%

Table 80

ARE ANY MEMBERS OF THE HOUSEHOLD RECEIVING BEFORE AND/OR AFTER SCHOOL DAY CARE SERVICE (AGES 5-12), LBJ & C
RESPONDENTS

Response to Question 42A	YES		NO	
Age Group	N	%	N	%
Three & Four Year Olds	1	1.9%	15	28.8%
Five Year Olds	1	1.9%	17	32.7%
Six Year Olds	0	0%	18	34.6%
TOTAL (N=52)	2	3.8%	50	96.2%

Question 42B sought to determine the number of members of the household that were in day care (before-after school) service for school age children (ages 5-12). The total number of respondents in the Model Cities program indicated that there were 28 children in this type of day care service. The total number of respondents from the L.B.J.&C. program indicated that there were two school age children (ages 5-12) in day care (before-after school) service for school age children. These findings are presented in Tables 81 and 82.

Question 43 sought to determine the number of children in the household that needed day care (before-after school) service for school age children (ages 5-12). The total number of Model Cities respondents indicated that there was a total number of 15 children in this age group that needed day care before-after school. The total number of L.B.J.&C. respondents indicated that there was a total number of three children that needed day care before-after school for school age children (ages 5-12). It is felt by this investigator that a much larger number of school-age children need this type of service but for various reasons the parents did not indicate they needed this type of day care. One reason may have been the possible cost of the service and some parents not knowing if there would be a fee were reluctant to list their children. These findings are presented in Tables 83 and 84.

Question 44 was asked only of the parents that had had children in day care service the preceding year and the children were now in the first grade. The question sought to determine the parents' feelings about the "effects of the day care program on the child's performance in the first grade." Some of the opinions given by the Model Cities respondents concerning the effects of the day care service were as follows: (1) gave the child a head-start in the first grade, (2) helped the child in such areas as knowing numbers and being able to write, (3) helped the child in general and (4) have not seen if it did any good. Overall, the comments were very favorable about the effects on the child and his performance in the first grade.

In response to this same question (Question 44), the respondents in the L.B.J.&C. program were generally very

Table 81
NUMBER OF MEMBERS OF THE HOUSEHOLD IN DAY CARE (BEFORE AND/OR AFTER SCHOOL) SERVICE FOR SCHOOL AGE CHILDREN (AGES 5-12), MODEL CITIES

Response to Question 42B	One & Two Year Olds	Three & Four Year Olds	Five Year Olds	Six Year Olds	TOTAL
	N	N	N	N	N
One	3	5	5	4	17
Two	0	4	2	4	10
Three	0	0	0	1	1
Four	0	0	0	0	0
Other (Specify)	0	0	0	0	0
No one	0	0	0	0	0
TOTAL	3	9	7	9	28

Table 82
NUMBER OF MEMBERS OF THE HOUSEHOLD IN DAY CARE (BEFORE AND/OR AFTER SCHOOL) SERVICE FOR SCHOOL AGE CHILDREN (AGES 5-12), LBJ & C

Response to Question 42B	Three & Four Year Olds	Five Year Olds	Six Year Olds	TOTAL
	N	N	N	N
One	1	1	0	2
Two	0	0	0	0
Three	0	0	0	0
Four	0	0	0	0
Other (Specify)	0	0	0	0
No one	0	0	0	0
TOTAL	1	1	0	2

Table 83
THE NUMBER OF MEMBERS IN THE HOUSEHOLD THAT NEED DAY CARE (BEFORE-AFTER SCHOOL) SERVICE FOR SCHOOL AGE CHILDREN (AGES 5-12), MODEL CITIES

RESPONDENTS

Response to Question 43	No. of Children						
Ages	One	Two	Three	Four	Five	Six	TOTAL
5	X						1
6					X		5
7	X						1
8		X					2
9	X						1
10			X				3
11		X					2
12							0
							15

Table 84
THE NUMBER OF MEMBERS IN THE HOUSEHOLD THAT NEED DAY CARE (BEFORE-AFTER SCHOOL) SERVICE FOR SCHOOL AGE CHILDREN (AGES 5-12), LBJ & C

RESPONDENTS

Response to Question 43	No. of Children						
Ages	One	Two	Three	Four	Five	Six	TOTAL
5	X						1
6	X						1
7	X						1
8							0
9							0
10							0
11							0
12							0
							3

positive in their opinions. Some of the responses were as follows: (1) helped the child to be prepared and (2) helped the child to be extra good.

The remainder of the questions (Questions 45-46) attempted to identify persons that would keep school-age children (ages 5-12) in before and/or after school day care and if there were children ages six months to five years in the home (not in day care) that would need day care service. Also the project director (in response to a request by one of the two day care centers examined) obtained more information concerning the needs of this area for additional day care services. This information will be provided to the two day care centers (Model Cities and L.B.J.&C.) involved in the study.

FINDINGS OF PHASE TWO OF THE STUDY

In this section, the data from the Day Care for School Age Children Survey Instrument (Ages 5-12) is presented. This information was derived from the responses of the owners or persons in charge of centers, homes or programs for school age children that provide before-after school day care.

As has already been mentioned, each owner or person responsible for the day care center, home or program was contacted by phone to arrange for an interview. In the data presented in Table 85-92 are the results. It should be pointed out that a few other persons not reported in this study were contacted and for various reasons preferred not to be included in the study. This percentage of persons refusing to be interviewed or to be included in the study was a very small number. It was found that not many people knew of before-after school day care homes/programs in the Cookeville area, and the bringing together of this information should be a service to all persons in the community.

The Day Care For School Age Children Survey Instrument was divided into eight areas: (1) organization pattern, (2) staff, (3) facilities, (4) program, (5) enrollment, (6) entrance requirements, (7) cost (fees) and (8) other data. Under the first area concerning the organization pattern of the center, home or program being surveyed, general information as to the name of the center, home or program, the name of the administrator/director and the address were secured.

For all the Tables 85-92, the information is based on the responses concerning the thirteen situations interviewed. Because of the low number of day care homes found that provided before-after school care for school age children, special programs involving the local schools, and special summer programs were included if they met the following criteria:

(1) Provides services before and after school for five or more children (not members of the same family).

(2) The physical structure in which the services are provided must be within the city limits of Cookeville, Tennessee.

(3) The agency, group or private source must have been in operation as of September 1, 1972 and still be providing services as of March 1, 1973.

To include the special summer programs, number 3 of the above criteria was interpreted to mean providing services on a regular basis from summer to summer. Church vacation Bible schools were not considered day care services.

In Table 85, the responses concerning the length of time in operation, the general description of the type of program, the hours of operation, the number of days per-week in operation, whether or not transportation was provided, affiliated with an organization, and whether or not the home/program was licensed is presented. It was found that the range of length of time in operation of the homes/programs interviewed was from one year to seven years. It was also found that more than half of the programs were providing services only for after school day care for school age children. The other programs provided either complete before-after school service or a special program.

Since the majority of programs were found to be after-school programs, the hours of operation were from 1:00 p.m. to 5:00 p.m. However, it was found that some before-after school programs started at 6:30 a.m. and closed at 8:00 a.m. to re-open again from 3:00 p.m. to 5:00 p.m. in the afternoons. Of the 13 programs interviewed, 12 indicated they were on a five day a week schedule. One program was found to be only on one day a week. Of the same group, 12 indicated they did not provide transportation and only one indicated they did.

Table 85

ORGANIZATION PATTERNS OF SELECTED BEFORE-AFTER SCHOOL DAY CARE HOMES/PROGRAMS IN COOKEVILLE, TENNESSEE (N=13)

Question	1 year	3 years	5 years	7 years	Before/After School	Before School	After School	Special Program	6:30am-4:00pm	6:30am-8:00am 3:00pm-5:00pm	7:00am-4:00pm	1:00pm-5:00pm	3:00pm-5:00pm	1 hour in afternoon	1 day	5 days	Yes	No
4 (Length of time in operation)	4	2	6	1														
5 (General description)					4		7	2										
6 (Hours of operation)									1	3	1	6	1	1				
7 (No. of days per week)															1	12		
8 (Transportation provided)																	1	12
9 (Affiliation with organization)																	10	3
10 (Licensed)																	4	9

Under the section dealing with the affiliation with an organization, 10 homes/programs indicated a positive response and 3 indicated a negative response. The most predominate affiliation was with a federal or state sponsored agency or a church related group. It was found that only 4 of these before-after school day care homes/programs were licensed. There appeared to be some lack of information on the part of some respondents as to what constituted being licensed.

In Table 86 are presented the findings of the staff patterns of selected before-after school day care homes/programs. The range of number of people working in the different homes/programs was found to be from one person to twelve persons. This same range of number of persons was found to also be working with children in the homes/programs.

The majority of the persons reported to be working with young children were found to be under the age of 25 years old. It should be pointed out again due to customs in this area that females marry young, have children and in turn keep other peoples' children while they themselves are still in a young age category. In the summer programs, the staff tended to be young with some college students being employed. In some of the interviews, the person in charge did not reveal the age range of the persons working in the day care homes/programs.

The majority of the persons working in the homes/programs were found to be females and the majority of staff directors had some college education. For some reason, it was difficult to establish the qualifications of the staff director and other members of the staff that worked with young children. This is observable in the data presented in Table 86. This last piece of data was found to be very interesting in relation to this region.

It was observed that the ratio of the staff to child was rather high in most of the homes/programs surveyed. The majority of the programs indicated a ratio of one adult to 25/27 children. It was observed that the majority of the staff appeared to be interested in children, aware of the children's needs and to have a rapport with the children in the home/program.

Table 87 presents the findings concerning the facilities of selected before-after school day care homes/programs. Most

Table 86
STAFF PATTERNS OF SELECTED BEFORE-AFTER SCHOOL DAY CARE HOMES/PROGRAMS IN COOKEVILLE, TENNESSEE (N=13)

Question	One Person	Two Persons	Three Persons	Four Persons	Five Persons	Seven Persons	Twelve Persons	Under 25 Years	25-40 Years	40-65 Years	65 & Over	Female	Male	High School	Some College	B.S. or B.A.	1:3	1:10	1:25-27	2:7	2:20	Varies
1 (Total no. of persons working in Center)	3	1	1		1	1	6															
2 (Total no. of persons working with children)	3	1	1	1		1	6															
3 (Other persons in Center)					1																	
4 (Age range of Staff)								8	1	3	0											
5 (Sex of staff)												9	1									
6 (Qualifications of Staff Director)														2	6	1						
7 (Qualifications of other staff)																1						
8 (Staff member/child ratio)																	1	1	7	1		2

Table 86 (cont'd)
STAFF PATTERNS OF SELECTED BEFORE-AFTER SCHOOL DAY CARE HOMES/PROGRAMS IN COOKEVILLE, TENNESSEE (N=13)

Question	Interested in Children	Uninterested in Children	Aware of individual need	Unware of individual need	Rapport with Children	Ineffective with Children
9 (General attitudes of Staff)	12	1	12	1	12	1

of the facilities surveyed had the necessary physical equipment such as a restroom, running water, telephone, safety exit and fire extinguisher. Child size furniture, blocks and puzzles, books and rest areas with mats were found to be absent in a number of the facilities. It was also found that only one facility had an isolated area for sick children.

The majority of the facilities surveyed indicated the indoor space consisted of large rooms or rooms that resembled the class-room style. The outside space in a majority of the facilities surveyed resembled a school play ground with almost half of the areas being fenced in.

The costs per child are also shown in Table 87, and information concerning the general appearance of the facilities is given. Most of these facilities were located in school buildings or in family homes with the general neighborhoods being residential. Ten of the thirteen facilities surveyed indicated they did not have any arrangements for emergency service in case of accidents or illnesses.

Table 88 presents the programs of selected before-after school day care homes/programs, the types of activities and the approximate time children spend with various activities. Approximately half of these programs provide tutoring or assistance with subject matter for school age children, and approximately half of the programs provide some type of meal for the child with breakfast being the meal most frequently served. One program offered special services in the form of help to parents.

Table 89 shows the enrollments of selected before-after school day care homes/programs. The present enrollment, average enrollment and capactiy enrollment are presented in this table. The present enrollments range from one to fifteen children in before-after school day care service with six of the programs not giving present enrollment. The average enrollment figures per-day were slightly lower than the present enrollment, with seven programs not giving figures to this question. It was also found that most of the programs felt they could handle more children than they had presently enrolled.

In the day care homes/programs surveyed for before-after school age children, it was found that some programs which included these children also took children under the age of five and some took children over the age of 12. All of

Table 87
FACILITIES OF SELECTED BEFORE-AFTER SCHOOL DAY CARE HOMES/PROGRAMS IN COOKEVILLE, TENNESSEE (N=13)

Question	Rest areas with mats, etc	Cooking facilities	Restrooms	Toys	Running water	Telephone	Childsize furniture	Art supplies	Blocks, puzzles	Books	Climbing apparatus	Saftey exits	Fire extinguisher	Isolated area for sick children	Classroom style	Mobile unit	Large rooms
1 (Available facilities and equipment)	5	6	13	13	13	11	5	10	4	4	10	10	9	1			
2 (Indoor space)															6	2	5

Table 87 (cont'd)
FACILITIES OF SELECTED BEFORE-AFTER SCHOOL DAY CARE HOMES/PROGRAMS IN COOKEVILLE, TENNESSEE (N=13)

Question	None	Large yard	School playground	Fenced area	Not fenced area	Did not know or Rented space	Declined to disclose	$8.56 per day	$8.00 per summer	Not sure	Declined to disclose	Yes	No	Clean	Unclean	Cheerful	Dull	Old building	Fairly-new to new building
3 (Outdoor space)	0	4	9	6	7														
4 (Approximate cost for service to children)						12	1												
5 (Approximate operating cost per child per day)								6	1	3	3								
6 (Arrangements for emergency service)												3	10						
7 (General appearance of facility)														13	0	13	0	5	8

Table 87 (cont'd)
FACILITIES OF SELECTED BEFORE-AFTER SCHOOL DAY CARE HOMES/PROGRAMS IN COOKEVILLE, TENNESSEE, (N=13)

Question	Residency	Apartment building	Church	School	Residential	Non-residential	Rural
8 (Type of neighbor)	3	0	1	9	12	1	0

Table 88

PROGRAMS OF SELECTED BEFORE-AFTER SCHOOL DAY CARE HOMES/PROGRAMS IN COOKEVILLE, TENNESSEE (N=13)

Question	School readiness	Swimming	Arts & Crafts	Play	TV Watching	Stories	Music	One hour per-day	Three hrs per-day	Two days per-wk	Three days per-wk	Varies with age	Yes	No	Only breakfast	Refreshments	Help to parents
1 (Type of activities)	1	7	6	3	1	1	1										
2 (Approximate time children spend)																	
watching TV								1				1					
enrichment activities								1				1					
social services								1									
eating												6					
playing indoors								1			6						
playing outdoors								1		6							
instructional activities								1	6								
career preparation																	
taking naps								1				6					
other																	
3 (Tutoring or assisting with subject matter)													7	6			
4 (Meals provided)													6	7			
(Type of meals provided)															5	1	
5 (Special services)																	1

Table 89
ENROLLMENTS OF SELECTED BEFORE-AFTER SCHOOL DAY CARE HOMES/PROGRAMS IN COOKEVILLE, TENNESSEE (N=13)

Question	1-7 Children	8-15 Children	16-30 Children	31-45 Children	No figures given	4 mos -5 yrs	5-13 years	6 -10 years	6 -11 years	6 -12 years	6 -14 years	8 -15 years	5 weeks	9 months	9-12 months	12 months	Varies	Other	Yes	No
1 (Present enrollment)					6															
Before school	2	1																		
After school		2																		
Before-After		2																		
2 (Average enrollment per day)					7															
Before school	2																			
After school	1	1																		
Before-After		2																		
3 (Capacity enrollment)					6															
Before school			2																	
After school			2																	
Before-After		1	1	1																
4 (Age range enrolled)						2	6	1	1	1	1	1								
5 (Average no. of months child remains in setting)													6	3	1	1	1	1		
6 (Care available during summer months)																			13	0
7 (Care available holidays)																			13	0

the programs surveyed indicated they did provide care during the summer months and holidays. These findings are presented in Table 89.

Table 90 presents entrance requirements of selected before-after school day care homes/programs. Again as indicated before, many of the programs accept children under the age of five and over the age of 12 while accepting school age children (ages 5-12). Only one program indicated they would not accept different nationalities or racial background.

Only three programs were found to not accept children classified as been special which included physical handicapped, mentally retarded and emotionally disturbed. Most of the programs did not have a family income requirement and surprisingly, most of the programs did not require a physical examination. A number of the programs indicated that children with colds or other minor illness were allowed to attend.

Table 91 presents the information concerning the cost (fees) of the selected before-after school day care homes/programs. The majority of the programs surveyed indicated that they did not charge because they were affiliated with an agency that received outside funding. All of the homes/programs interviewed indicated that they did not use family income to base their costs per child and that three of thirteen programs did have special services. The basic programs provided for the costs (fees) of the day care as explained to the parents.

Table 92 contains other information concerning before-after school day care homes/programs. Information concerning whether or not the facilities for school age children would also provide services for children under the age of six was determined. Also problems in operating the program were presented in this table.

In summary, there is a need for additional information concerning before-after school day care services available to school age children. It is recognized that there are problems that may prevent a survey of this nature from being complete. In part, as has been previously explained, there was a reluctance on the part of some persons to be interviewed or to provide information that in some way might cause them problems with a licensing agency. This information will be a beginning for community resource files for agencies (Model

Cities and L.B.J.&C., and Putnam County School Board) that are involved in working with the parents of young children and school age children.

Table 90
ENTRANCE REQUIREMENTS OF SELECTED BEFORE-AFTER SCHOOL DAY CARE HOMES/PROGRAMS IN COOKEVILLE, TENNESSEE (N=13)

Question	4 months - grade one	5-13 years	6-14 years	8-15 years	Yes	No
1 (Age range accepted)	2	6	4	1		
2 (Different nationalities/ racial backgrounds accepted)					12	1
3 (Special children accepted)						3
__handicapped (physically)					8	
__mentally retarded					1	
__emotionally disturbed					1	
__other					2	
4 (Family income requirements)					1	12
5 (Physical examination required)					5	8
6 (Children with colds or other minor illnesses allowed to attend)					5	8

Table 91
COSTS (FEES) OF SELECTED BEFORE-AFTER SCHOOL DAY CARE HOMES/PROGRAMS IN COOKEVILLE, TENNESSEE (N=13)

Question	50¢ per hour	$15.00 per week	Varies with each child	No charge	Yes	No
1 (Cost per child)			1	10		
__per half day, before & after school						
__per day, before & after school	1					
__per week		1				
__per month						
__no charge						
__other						
2 (Cost per child based on family income)						13
3 (Special family rates)					3	10
4 (Special arrangements for low income families)					2	11
5 (Special charge)						13
__transportation						
__field trips						
__meals						
__insurance						
__health care						

Table 92

OTHER INFORMATION CONCERNING SELECTED BEFORE-AFTER SCHOOL DAY CARE HOMES/PROGRAMS IN COOKEVILLE, TENNESSEE (N=13)

Question	Yes	No	Lack of suitable materials	Not enough personnel	Retaining good staff	Problem children	Age groups are mixed
1a (Would you provide care for children under the age of 6)	9	4					
1b (Lowest age limit accepted and other requirements)							
2 (Problems in operating program)			1	1	1	1	1

Chapter IV

Conclusions

The results of this study and the conclusions drawn apply to the attitudes of the parents that are receiving or have received day care service (children in the first grade) from either the Model Cities Agency or the L.B.J.&C. Development Corporation located within the city limits of Cookeville, Tennessee. The results are subject to the limitations that are stated in Chapter One. The conclusions that follow are those that this investigator felt were the most important. It appears warranted to conclude that other conclusions may be drawn from the data presented in this study.

The findings in the second phase of the study pertain to the community resources that were identified which would keep school age children before-after school (ages 5-12). Additional conclusions may be drawn from the data presented.

Findings from phase one of the study indicated the Social Worker was found to provide more information to the participants in the day care programs concerning available day care services than any other identifiable source. It would be interesting to know how well-known in the community this person (s) was and if this person (s) was from this area originally.

The criteria involved in the selection of the day care service used by the respondents was found to be primarily a desire by the parents for the child to be in a good program. The closeness of the day care center to the employment of the parent did not appear to be a major factor in determining the day care service to be used. This does not agree with other studies.

A substantial majority of the respondents in the study indicated that they examined only one day care center and that on the basis of this they made their selection for day care service. It was found that the member of the household that made this arrangement for the day care service was almost always the mother of the child.

The average length of time that more than one-half of the children had been in a particular day care service was found

to be less than one year. Although, some parents did indicate that they had used one to two other day care centers or family day care homes, the majority of the total number of all respondents indicated the child had only attended the one center the child was now attending.

The main reason for placing the child in a day care service was found to be to enable the parent to work. Although, a majority of the parents had already indicated that the most important criteria in the selection of the day care service to be used for the child was not the closeness to the job.

The providing of school readiness for the child appeared to be the second main reason for placing the child in a day care service. Control of emotions or establishing good behavior patterns was not a main reason for placing the child in the day care service.

The learning activities the parents felt that the child needed the most were opportunities to play with other children and activities leading to school readiness.

The majority of the parents indicated they expected that their child's maximum educational attainment level would be the 12th grade or completion of high school with the Model Cities respondents indicating that a large group of their parents expected that their child would finish four years of college.

In comparison with this, although many of the parents expected a large percentage of their children to be only able to complete the 12th grade or finish high school, they (nevertheless) would desire that their children be able to complete four years of college. The expected and desirable maximum educational attainment level for the child were not in agreement.

The parents indicated that they felt the major activities a day care center should provide for a child were to provide opportunities to play with others and activities leading to school readiness for the child. This is in agreement with the opinions expressed by the parents as to the learning activities they felt the child needed most. This says that there is agreement in the minds of many of the parents that the learning activities needed by the child and the learning activities

a day care center should provide are one in the same.

When parents were asked to identify other services a day care center should provide for a child, respondents involved in both day care services indicated a large number had no idea as to other services needed. This may say that both agencies need to provide more information to the public and especially to the parents of the children in their respective programs as to other services that have either been provided in other day care situations or alternative services that the parents may not themselves be aware that could be provided or that they may need. Of those parents that did indicate a service needed, the most frequently mentioned service was transportation.

The attitudes of the child concerning the day care center attended as preceived by the parent was found to be very positive in favor of the day care center as it existed at that particular time. The majority of the parents felt the children were very happy at the center, liked the teachers and other children, and indicated at home through verbal communication or actions that they had a very positive feeling about the center.

When the parents were asked what they felt the greatest benefit the child was receiving from the day care center, the two factors identified were the experiences for readiness for school and the opportunity to learn to get along with others. These two identified factors are in agreement with prior questions concerning the learning activities the parents perceived the child needed and the learning activities that a day care center should provide. The parents indicated that their judgement was based upon observed activities in the home in which the child shared and participated with materials and ideas presented previously in the day care center.

In an attempt to determine areas of need the day care service should improve or increase, it was found that the majority of the participants indicated the same response that they had to a prior question involving other services that the day care service should provide and that response was "no idea". Again, it is felt by this investigator that communications with the public, and especially with the participants in the programs concerning other possible expansion, improvements and innovations, and the service in

the program should be studied very carefully.

The respondents, as parents of children receiving the day care service, felt the day care center's ability to fulfill the needs of the child was very good. No one rated the center's ability below "fair". The parents indicated their basis for the evaluation or rating had to do with observed school readiness activities and observed general attitudes involving the child. These findings are in keeping with factors identified previously. It was felt that the parents responding in this study felt free enough to express their sincere opinions on this and all other questions especially concerning evaluation and rating.

In examining the two day care centers' ability to provide services in specific areas, the following conclusions may be drawn. It was found in the Model Cities group that the majority of the parents expressed the opinions that they felt they had not received social services. This may indicate that this particular agency either needs to provide social services or if they are already providing these services, they need to communicate to their recipients more fully exactly what social services consist of and what could be classified under social services. With the L.B.J.&C. respondents, more than half of the respondents either rated the social services as been excellent or good. Evidently the center has been able to convey the idea of what social services consist of and the center is also providing, at least to a large number of their participants, these services.

In justifying their rating of the social services provided, the respondents indicated such things as visits to the home, obtaining information about progress of the child and transportation had been provided. In the L.B.J.&C. group, the respondents felt the bus driver was a person that they could trust and also seek information from concerning many matters dealing with day care.

In the Model Cities group, over half of the participants felt they had not received health care through the day care center. The question was asked so as to ascertain if the child or any member of the family felt they had received health care. This was further explained in the question as possibly meaning such services as dental and medical care. In comparison to this set of responses, the L.B.J.&C. group

indicated well over half of them felt they had received health care service and that they rated the day care center's ability to provide this service as either being excellent or good.

The basis for the evaluation of the ratings given to the health care appeared to be from obtained services such as medical and dental check-ups and care, notification of illness involving the child and the providing of transportation in connection with visits to medical or dental centers for health care.

Of all the services provided by both of the day care centers, the parents of the children involved in these services felt the educational component was one of the strongest features of either of the two programs. Approximately 92.0 per cent of the respondents in both of the programs indicated that on a racing scale of excellent to poor, that the educational program should be rated either excellent or good.

Most of the parents in both programs based their judgement of the educational program on observable behavior patterns in situations in the home involving the young child(ren). An example of this would be when the child was able to use numbers, recognize colors, use books and puzzles, and enjoy making and sharing art activities.

Certain of the questions asked of the parents attempted to identify if any services had been provided for other members of the family, especially the adults by the day care center. It was found that over all, most of the respondents in both programs indicated that they felt that adult members of the household had not been helped by the day care program. Those that indicated adult members of the household had been helped gave the following examples: (1) completion of the GED, (2) being able to attend school and (3) being able to attend special vocational classes such as the sewing class.

The majority of the parents did not seem to be able to identify ways that they would like to be more involved in the operation of the day care centers. This may imply that the parents were not certain either about the phases of operation of the day care center or how persons of their status could reasonable ask to be involved.

The family unit and its relation to the day care center revealed several interesting conclusions. Although a number of the mothers indicated they had been able to obtain a job because of the day care service provided by both agencies, the majority of the parents in both sets of responses indicated that whether or not they had been able to obtain a job was not due primarily to the use of the day care service. Nor was it found that the working hours per week on a job outside the home had increased substancially because of the use of the day care service. This held true also for increases in salary per week of members in the household because the family was able to use the day care service.

When parents were asked if they were interested in receiving assistance in providing home educational experiences, just slightly over one-half of them indicated that they would like this help. Further investigation identified the areas of providing materials to the parents as been the one most sought. It should be noted that unfamiliarity with possible implications of terms and of the type of assistance that would be provided may have been a factor in the attitudes expressed by the parents.

In relation to working with young children, the parents indicated in both groups that they felt that the most desirable characteristics of persons that work with young children should be that the person should like children and should have patience. Whether or not a person had children or was well-educated did not appear to be a strong desirable characteristic. One of the lowest rated characteristics of persons to work with children in day care centers was found to be the age of the person. A few persons identified been young as a positive factor, with a very low percentage feeling that an older person would be desirable.

Most of the households indicated that the number of members in the family unit was the same as it was with the start of the day care service. This included data from questions concerning persons no longer residing in the household, new members in the household, marriages, and divorces that may have occurred since the initial use of the day care service. However, the validity of these findings in this particular segment of the study may not be completely free of culture restrictions as previously

explained in the study. One noted change in the family structure involved the siblings (brothers or sisters) in the family.

In examining the advantages to the family unit from using day care services, it was found that more participants in the Model Cities program than in the L.B.J.&C. program felt they had been able to obtain education or training because of the day care service. Overall, however, most respondents indicated they felt they had not been able to obtain more education or training as a direct result of one of the two day care centers. Would the additional education or training in their (the parents') eyes be worth a possible risk of losing a job or possibly causing other problems. Of those that replied in a positive form, the mother appeared to be the one who benefited the most from receiving the day care service to provide more education or training other than that which was provided through one of the two day care centers.

Of the types of outside (not provided by one of the two day care agencies) education or training that the adult members of the households identified as having received, the most frequently mentioned was the obtaining of the GED, attending classes in general business, adult education and special vocational courses. In addition, some parents also had been able to attend college level courses.

The range of working hours of members of the household employed outside of the home were found to be from approximately 6:00 a.m. in the morning to 3:30 or later in the afternoon. This would have implications as far as the operating hours of both agencies.

More members of the households in the L.B.J.&C. set of responses indicated that they had other children attending this day care center than the members in the Model Cities responses. However, the majority of both of the agencies indicated they did not have another member of the household attending this same day care.

The actual number of other children in the household attending the same day care center as the child on which the interview was centered was found to be small. This would perhaps imply that the responses given by the parents as to the attitudes of the services provided were not

influenced by having another child in the same center. In other words, it was not perhaps strongly reinforced either in favor or against certain phases of the operation of the day care center.

The numbers and percentages of other members of the household attending other day care homes/centers was found to be small with the exception of the Model Cities group of responses which indicated fifty-one children belonging to the households interviewed attended other day care homes/centers other than one of the two in this study.

Information concerning the number of members of the household in before-after school day care service for school age children and the need for this service revealed relatively small numbers in both cases. However, it is felt that more persons would use before-after school day care service for school age children if (1) it were available, (2) the program for providing the service were more fully explained, and (3) the hours were conducive to the parents' working hours.

The parents of the children that were now in the first grade that had had day care service from one of the two agencies in the preceding year were very positive in their opinions concerning the benefits in regard to the child's achievement in the first grade. Opinions given by the respondents indicated the school readiness and socialization skills acquired by the children in the centers were very beneficial to the child in the first grade.

The next group of conclusions involve before-after school day care for school age children. This information formed the basis for the community resource files.

In examining the organization patterns of selected before-after school day care homes/programs, it was found that the majority of these identified day care services had been in existance for a number of years. The day care homes provided before-after school day care while the special programs were either providing care in the afternoon or special times during the year, such as summer.

Most of the day care homes/programs examined indicated that they did operate during hours that have already been identified in this study as being the working hours of members of many households in the area. Most of the programs

operate on a five day a week basis, and almost all of them did not provide transportation to or from the homes/programs. Most of them were affiliated in some way with an organization and most of them were not licensed.

The staff patterns of selected before-after school day care homes/programs revealed that the total number of persons working in the center ranged from one to five or seven persons with twelve persons being identified with special large scale programs. The same number of persons was found to also be working with the children in most of the situations.

Most of the persons working with the children were under the age of twenty-five with the exception of the directors and some of the persons who worked in the day care homes only. Almost all of the staff were identified as being of the female sex with a dearth of males being observed.

On the basis of the information that could be obtained concerning the education of the staff directors, all had a high school education and some had college training. Because of relunctance to identify the qualifications of the staff of the day care homes/programs, the educational level of the other staff was not determined.

Within these day care homes/programs, the ratio of staff member to child was found to vary rather widely. A low ratio of 1:3 to a high of 1:25-27 children was observed. It was encouraging to note that the interest in the children, the staff's awareness of individual needs, and the rapport of the staff and children was quite high in almost all the day care homes/programs surveyed.

The facilities of the selected before-after school day care homes/programs were found to contain physical essentials such as restrooms, running water, safety exit(s) and telephone(s). However, materials for stimulation such as books, blocks and puzzles, and in some cases, rest area facilities including mats were found to be in low quantity and needed to be improved. By verture of the fact that slightly over half of the areas examined did not have fenced-in areas, careful consideration involving outside play activities needs to be observed

The approximate cost for services to children including the initial outlay cost for such things as the physical

building and others was not determined because of relunctance and inability of the persons interviewed to provide this information.

The approximate operating cost for a child per-day from the persons willing to provide this information was found to be from a low of $8.00 for 5 or 6 weeks to $8.56 per-day.

The general appearance of the facilities seemed to be adequate, as did the type of neighborhood in which they were located. However, based on the information received, more emergency service provisions should be made available in these day care homes/programs.

The enrollment of the selected before-after school day care homes/programs indicated that the homes/programs felt they could accommodate more children than were currently enrolled. In addition, a number of the identified day care homes/programs expressed a willingness or indicated that they were already providing services for children also under the age of five years.

Of importance to households was the fact that all of the day care homes/programs identified indicated that they either would or did provide care during the summer months and during holidays.

The programs of selected before-after school day care homes/programs revealed that in the day care homes the most predominate activity in the day care home/program involved either play or quiet activities. The special programs emphasized arts and crafts and swimming. Slightly over half of the homes/programs indicated that tutoring or assistance with school subject matter could be obtained from some one in the home/program.

Almost half of the day care homes/programs indicated that meals were provided with the type of meal most frequently mentioned being breakfast. One program indicated that they provided special services in the form of help to parents when requested.

The entrance requirements of selected before-after school day care homes/programs revealed that almost all the programs would accept different nationalities and racial backgrounds. Most of the programs would accept handicapped

(physically) children. Only one program was willing to accept the mentally retarded and only one other program was found to accept the emotionally disturbed.

The family income was not found to be a requirement for entrance in almost all these programs. Less than half of the identified day care homes/programs required physical examinations. This procedure may need further examination by the day care homes/programs. The same number of day care homes/programs (less than half) indicated that they would allow children with minor illnesses or colds to attend the day care home/program.

The cost (fees) of selected before-after school day care homes/programs revealed that those children attending the special programs affiliated with organizations received the service free of charge. In the day care homes themselves, the range was from 50¢ per-hour to $15.00 per-week or varied with the number of times the child attended. In all of the day care homes/programs identified, no one based their cost per child of the services on family income. However, it was noted that special family rates and in two instances, special arrangements for low income families were identified. No charges for special services were provided other than what was agreed on by the family and the day care home/program with the initial use of the day care service.

Most of the before-after school day care homes/programs indicated that they would provide care for children under the age of six. Some of these day care homes/programs were already providing this care. The day care homes/programs identified some of the problems as being :(1) lack of suitable materials, (2) not enough personnel, (3) problems in retaining good staff, (4) problems with some of the children in the area of behavior and (5) problems in some cases of extreme ages being mixed together.

The information from the Family Survey Questionnaire involving the attitudes of the parents concerning day care service received, expectations of their children in the day care center, basis for evaluation and judgement of certain aspects of the day care, criteria for selection of the day care service, reasons for needing the day care service, and the relation of the day care service and various aspects of the family unit revealed information that should be beneficial to the two day care agencies involved in the study and to community leaders. Some of the findings in this study

tend to substantiate other studies in other parts of the country but certain attitudes, basis for evaluation and expectations of the parents were found to be very revealing. Although there was a slight problem concerning the availability of information concerning whether or not a divorce or remarriage had occurred in the family unit, this was felt to be insignicant when viewed in light of the total data received from the households. It is felt by this investigator that these findings were valid and parents did feel that they could express their true attitudes and opinions concerning the day care services.

In the second phase of the study involving the Day Care For School Age Children Survey Instrument (Ages 5-12), it was disappointing to be unable to identify more day care homes as previously explained. A number of homes that were not included in the study were either contacted and interviewed with the person identified as been responsible for the home then asking for the home not to be included in the study or initial refusal of persons in private day care homes to provide information. Although, in both cases these numbers were small it was felt because of the dearth of this type of day care service in this area, being able to list one more day care home/program would have been of benefit to the community as a whole. However, because of the unavailability of any information of this type before the study, this will be a beginning for a community resource information file for agencies involved in working with families and children in the immediate area.

Chapter V

Recommendations

Based on the conclusions of this study, it is felt that the following recommendations are warranted. A study of this nature with day care centers in other geographical locations should be conducted to ascertain if the general attitudes toward the day care services and factors identified as contributing to these attitudes and beliefs are the same.

More communication is needed between the community and the day care agencies as to what constitutes certain types of service such as social services and health care and what might be available to the parents under the various areas. The educational component for the children in the day care service seem to be established in the minds of the households involved in day care services.

Also in the area of communication, there is a definite indication of the need for more information of how the parents may become more involved in the operation of the day care center. Based on the findings of this study the use of radio, T.V. or newspaper might be explored as a means of providing knowledge concerning various aspects of the day care programs in the future.

The day care service or center should provide the households of the children receiving the day care service with more opportunities to understand the wide range of services that are presently available plus additional services that might be made available to them if either the interest or need were expressed by the parents. If services for adult members of the households are available through one or possible both of the day care services, this information should be made available to all households in that program. This would include any type of training or basic education programs available.

Newsletters, programs involving the children, and educational demonstrations at the day care center could provide the parent with more insight into the ways that the day care staff could assist them (the parents) in providing home educational experiences.

More identification of day care homes and programs for school age children (ages 5-12) needs to be conducted. More

before-after school day care homes and programs need to be provided for school age children (ages 5-12) based on the findings of this study and also based on the general knowledge of this investigator of the area.

It is further recommended in providing day care services for school age children as well as for younger children in day care centers, that more males be involved in the program(s) so that young children would have some contact with the male image.

There is a need for more information as to how the attitudes of the family and the child concerning day care services relate to later academic achievement in the public school system. There is also a need for longitudinal studies of achievement of these children in various areas including academic, social, and emotional development.

There is a need for dispersion of this type of information expecially to teachers in day care programs and to the teachers in the public school systems. This would lead to better understanding of the aims and goals of the programs on both sides.

The above recommendations are based on the data that was received during this study of parents' attitudes and opinions concerning day care services as well as data collected from available community resources providing day care service for school age children. These are not all of the recommendations that may be inferred from the data, however, it is felt that the above are some of the most important and should be given attention by the appropriate agencies and persons interested in the welfare of young children.

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Other References

Mr. Morton Stein, Evaluation Specialist, Model Cities Agency, Cookeville, Tennessee.

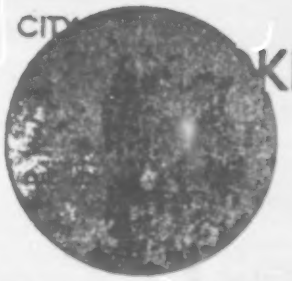
Mr. Ralph Prather, Educational Director and Mr. Jack Joyce
Director of L.B.J.&C. Development Corporation,
Monterey, Tennessee.

Consultant

Dr. Milly Cowles, Professor of Early Childhood Education,
University of South Carolina, Columbia, South Carolina.
Widely-known writer and specialist in Early Childhood
Education.

APPENDIX

APPENDIX A



CITY OF COOKEVILLE
TENNESSEE 38501

CITY DEMONSTRATION AGENCY

45 EAST BROAD STREET ■ TELEPHONE 615 526-9591

Home of Tennessee Technological University
Hub of the Upper Cumberland

February 22, 1972

Dr. Mary Ayers
Education Department
Tennessee Technological University
Cookeville, Tennessee 38201

Dear Dr. Ayers:

We are interested in your grant proposal to the Department of Health Education and Welfare entitled "A Study of Day Care Services in a Semi-Urban Area of Appalachia". We will be able to supply data and assistance that would be necessary to complete the study. It is felt that this study could be coordinated with our evaluation program and that no overlapping of effort would occur.

We look forward to the approval of your grant.

Sincerely,

Henry Garant

Henry Garant
CDA Director

HG/bl

APPENDIX B

L. B. j. & C. Development Corporation

A Community Action Agency Serving

Livingston ★ Byrdstown ★ Jamestown ★ Cookeville ★ Crossville ★ Sparta

CLIFFORD INGRAM
Executive Director

BOX 188 - TELEPHONE
MONTEREY, TENNESSEE

February 24, 1972

Dr. Mary Ayers
Education Department
Tennessee Technological University
Cookeville, Tennessee

Dear Dr. Ayers:

Our agency is interested in the grant proposal which we understand is being made to the Department of Health, Education and Welfare entitled "A Study of Day Care Services in a Semi-Urban Area of Appalachia".

We would be willing to make available - on a confidential basis - the necessary records and related information from our center in Cookeville, which serves the area just outside the Model Cities area.

Sincerely,

Ralph A. Prather
Head Start Director

RAP/jm

APPENDIX C

FAMILY SURVEY EXPENSE SHEET

NAME _____

DATE _____

Speedometer Reading - Returning to TTU _____

Leaving TTU _____

Total Miles _____

@ .10 per mile _____

TOTAL MILEAGE CLAIMED _____

List Families Visited Below (include the child's name, and date of interview or visit to interview)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14 _____
15. _____
16. _____

APPENDIX D

Code No.__

FAMILY SURVEY QUESTIONNAIRE

INTERVIEWER: For each child, use a separate Family Survey Questionnaire form and complete the biographical information (age, sex, and position of child in the family) in the appropriate spaces below. Determine the relationship of the respondent to the child receiving day care service, the name of the day care center or agency used, the number of days a week the child attends, the hours per day the child attends, the cost of day care services provided. Determine if the respondent is employed by the day care project where the child attends.

---

(1) Age of child____ (2) M____ F____
(4) Relationship of Respondent_____
(5) Day Care Center_____
(6) How many days a week does the child attend day care_____
(7) Hours per day____ to____
(8) Cost of day care service per week_____
(9) Are you employed by the day care project_____

Date of Interview_____
Interviewer_____

(3) Members of the household
____ Father
____ Mother
____ No. of children (you are responsible for)
Ages=(circle age of child in study)_____
_____
____ Other persons
(Specify)_____
_____

FAMILY SURVEY QUESTIONNAIRE

Directions: Read aloud to the respondent each question and record the response (s) on the form. Observe any additional instructions given on the form in parenthesis ( ) for specific questions. Do not state to the respondent possible answers provided in the right-hand column.

1. How did you hear of the day care service you are using? (Mark one response)

___Member of the family
___Neighbor
___Radio, T.V. or Newspaper
___Social Worker
___Other (specify)
_____

2. What was the main reason for selecting this day care service? (Mark one response)

___Close to home
___Close to job
___Another member of family attends
___Cost of day care
___Good program
___Other (specify)
_____

3. How many day care centers or family day care homes did you examine before selecting this day care service?

___Only this one
___Two
___Three
___Four
___Other (specify)
_____

4. What member of the household made the arrangement for the day care service?

___Mother
___Father
___Sibling(Brother or Sister)
___Grandparent
___Other (specify)
_____

5. How long has the child been in this day care service?

___Less than 1 year
___1-2
___2-3
___3-4
___Other (specify)
_____

6. How many other day care centers or family day care homes has the child attended?

___None
___1-2
___3-4
___5-6
___Other (specify)
_____

7. Why did you decide to put your child in a day care service? (Mark one response)

___Enable the parent to work
___Free time for parent
___School readiness
___Playmates for child
___Control of emotions (child)
___Other (specify)
_____

8. What learning activities do you feel your child needs? (Mark one-two responses)

___To take care of self
___To play with others
___School readiness
___Be more independent
___No idea
___Other (specify)
_____

9A. What do you think will be the highest grade in school your child will finish?

___Grammar School (8th grade)
___High School (12th grade)
___Vocational or Technical School
___2-year College
___College (4 years)
___No idea
___Other (specify)
_____

9B. If you had your way, how far would you like for him to go?

___Grammar School (8th grade)
___High School (12th grade)
___Vocational or Technical School
___2-year College
___College (4 years)
___No idea
___Other (specify)
_____

10. What learning activities do you feel a day care center should provide?
(Mark one-two responses)

___To take care of body needs
___To play with others
___School readiness
___Be more independent
___To behave
___No idea
___Other (specify)
_____

11. What other services do you feel a day care center should provide?
(Mark one-two responses)

___Social services
___Transportation
___Medical care
___Dental care
___Meals
___Basic education for parents
___No idea
___Other (specify)
_____

12. How would you describe the way your child feels about the day care center?
(Mark one response)

___Excellent
___Good
___Fair
___Does not like it
___No idea
___Other (specify)
_____

13. How or on what do you base your judgment? _____
_____

14. What do you feel is the greatest benefit your child is receiving from the day care services?
(Mark one response)

___Safe place to stay
___Discipline
___Readiness for school
___Dental/Medical care
___To get along with others
___No idea
___Other (specify)
_____

15. How or on what do you base your judgment?_____
_____

16. What areas of need would you like for the day care service to improve or to increase?
(Mark one-two responses)

___Hours center is open
___Health care
___Social services
___Parent involvement
___Transportation
___Education program
___No idea
___Other (specify)
_____

17. How would you rate the way the day care center is fulfilling the needs of your child?
(Mark one response)

___Excellent
___Good
___Fair
___Poor
___No idea
___Other (specify)
_____

18. How or on what do you base your judgment?_____
_____

19. How would you rate the social services (such as assistance with family problems) provided by the day care service?
(Mark one response)

___Excellent
___Good
___Fair
___Poor
___No idea
___Have not received
___Other (specify)
_____

20. How or on what do you base your judgment?_____
_____

21. How would you rate the health care (medical and dental) provided by the day care service?
(Mark one response)

___Excellent
___Good
___Fair
___Poor
___No idea
___Have not received
___Other (specify)
_____

22. How or on what do you base your judgment?_____
_____

23. How would you rate the educational program (learning activities) provided for your child by the day care service?
(Mark one response)

___Excellent
___Good
___Fair
___Poor
___No idea
___Have not received
___Other (specify)
_____

24. How or on what do you base your judgment?_____
_____

25A. Has this center helped the adult members of the family in any way?

___Yes ___No

25B. If yes, how would you rate the services provided for other members of the household (such as basic education or training) by the day care service?

___Excellent
___Good
___Fair
___Poor
___No idea
___Have not received
___Other (specify)
_____

26. How or on what do you base your judgment?_____
_____

27. How would you like to be more involved in the operation (running) of the day care center?
(Mark one-two responses)

___Selecting staff
___Setting policy
___Selecting curriculum
___Determining funding
___No idea
___Other (specify)

_____

28. What type of person do you feel should work with your child in the day care center?
(Mark one-two responses)

___Likes children
___Has children
___Patience
___Older person
___Well-educated
___No idea
___Other (specify)

_____

29A. Would you like some help by the day care center in getting things to work with your child at home?

___Yes___No

29B. If yes, how do you think the day care staff can help you to provide home educational experiences for your child?

___Provide materials
___Provide training
___Weekly visits
___Work in the day care center
___Newsletter
___No idea
___Other (specify)

_____

30. Have any members of the household been able to obtain (get) a job because you could use the day care service, and if so, which members? (Mark the responses)

___Mother
___Father
___Sibling (Brother or Sister)
___Grandparent
___Other (specify)

_____

___No one

31. Have any members of the household been able to increase the number of working hours a week (on a job) because you could use the day care service, and if so, which members?
(Mark the responses)

___Mother
___Father
___Sibling (Brother or Sister)
___Grandparent
___Other (specify)
_____
___No one

32. How much increase in salary a week (from a job) has each member of the household received because you could use the day care service? (If response to 30 or 31 is positive, ask each member-mother, father, etc.)
(Mark the responses)

$___.__Mother
$___.__Father
$___.__Sibling (Brother or Sister)
$___.__Grandparent
$___.__Other (specify)
_____
$___.__No one

33. Which members of the household (since starting to use the day care service) no longer reside (live) at this address?
(Mark the responses)

___Mother
___Father
___Sibling (Brother or Sister)
___Grandparent
___Other (specify)
_____
___Same members

34. Which members of the household (since starting to use the day care service) are new at this address?
(Mark the responses)

___Mother
___Father
___Sibling (Brother or Sister)
___Grandparent
___Other (specify)
___No one

35. What are the working hours outside of the home of the members of the household?
(Mark the responses)

___to___Mother
___to___Father
___to___Sibling (Brother or Sister)
___to___Grandparent
___to___Other (specify)
_____
___to___No working hours

36. Which members of the household have married since starting to use the day care service?
(Mark the responses)

___Mother
___Father
___Sibling (Brother or Sister)
___Grandparent
___Other (specify)
_____
___No one

37. Which members of the household have divorced (left home) since starting to use the day care service?
(Mark the responses)

___Mother
___Father
___Sibling (Brother or Sister)
___Grandparent
___Other (specify)
_____
___No one

38A. Has anyone been able to get more schooling or training since day care began?

___Yes ___No

38B. If yes, have any members of the household been able to get more education or training because you could use the day care service, if so, which members?
(Mark the responses)

___Mother
___Father
___Sibling (Brother or Sister)
___Grandparent
___Other (specify)
_____
___No one

39. What type of education or training did each member obtain?
(To be asked if response to question 38 is positive.)
(Mark the responses)

___Mother_____
___Father_____
___Sibling (Brother or Sister)
_____
___Grandparent_____
___Other (specify)
_____
___Does not apply

40A. Are any other members of the household attending this day care center?

___Yes ___No

40B. How many other children are attending?_____

41A. Are any other members of the household attending any other day care home/center?

___Yes___No

41B. How many other children are attending and the names of the place (s) attending?_____

_____

42A. How many members of the household are in day care(before and after school) service for school age children (ages 6-12)?
(Mark one response)

___One
___Two
___Three
___Four
___Other (specify)
_____
___No one

42B. Do you have any children grades 1-6 that stay in a day care home before and after school? ___Yes___No

_____ _____
(List home and address)

43. How many members of the household need day care (before and after school) service for school age children (ages 6-12) that do not get it?
(Mark one response)

___One
___Two
___Three
___Four
___Other (specify)
_____
___No one

*44. What do you think have been the effects of the day care program on your child's performance in the first grade?_____

_____
(To be asked only of households with a child in the first grade who has had day care service.)

**45A. Do you know of any person (s) in this area who keep five or more children for parents? (Give name and address)

___Yes___No

45B. If yes, do you know a place where a child 6 months to 5 years can stay?

_____

_____

_____

46A. Do you have any children in this household 6 months to 5 years you would like in day care?
If yes, how many? List number and ages.

___Yes___No

_____ _____

_____ _____

46B. Do you know of any other children in other families ages 6 months to 5 years that need day care?
If yes, give name, address, and ages.

___Yes___No

_____ _____

_____ _____

*47. Why are you no longer in the program? (Question to be ask only of those that have dropped out of the program)

APPENDIX E

Dear Parents,

During the weeks of January 22 - February 22, interviews will be conducted to determine how satisfied you are with the services received from local day care centers and to determine other areas and needs that you feel are desirable in these programs.

There will be two interviewers who can easily be identified by name tags bearing DAY CARE SERVICES and their name. The majority of the interviews will be completed during day hours, but due to the occupation of some parents certain interviews must be after working hours.

We will appreciate your co-operation and assistance as this study could be very beneficial to the future of all young children.

Sincerely yours,

APPENDIX F

Day Care For School Age Children
Survey Instrument (Ages 5-12)

For the Interviewer

a. Name of Interviewer_____
b. Date of Interview_____
c. Eligible___yes
___no (Reason_____
_____
___refusal
___other

I. Organization Pattern

1. Name of center, home or program_____
2. Name of administrator/director_____
3. Address_____
4. Length of time the center, home or program has been in operation
_____
5. General description of type of day care_____
_____
6. Hours of operation_____
7. Number of days a week_____
8. Transportation of children provided___yes___no
9. Affiliation with an organization_____yes___no
(If yes, Explain_____)
10. Licensed to operate in this community_____yes_____no___applying
(If yes or applying, ask for how many children_____)
11. Other comments_____
_____

I. Staff

1. Number of persons employed (in all capacities)_____
a. _____works with children b. _____others_____
2. Age range of staff (no. of persons) ___under 25 years
___25 to 40 years
___40 to 65 years
___over 65 years
3. Sex of staff_____females
_____males
4. Qualifications of staff (Education)
a. Director_____
b. Others_____
_____
_____
5. Staff member (works with children)/child ratio_____
*6. General attitudes of staff_____interested in children
(Mark three responses) _____uninterested in children
_____aware of individual needs
_____unaware of individual needs
_____rapport with children
_____ineffective with children

7. Other comments _____

_____

II. Facilities

1. Indoor space (general description, estimated size, equipment, etc.)
_____

_____

2. Outdoor space (general description, estimated size, equipment, fenced areas, etc.) _____

_____

3. Available facilities and equipment (check appropriate areas)

___rest areas with mats, etc.	___art supplies
___cooking facilities	___blocks, puzzles
___restrooms	___books
___toys	___climbing apparatus
___running water	___safety exits
___telephone	___fire extinguisher
___child size furniture	___isolated area for sick children

___other (specify) _____

_____

4. Approximate cost of total facilities available for service to children _____
5. Approximate operating cost per child per day _____
6. Are arrangements for emergency service (from doctor and/or hospital) available ___yes ___no
*7. General appearance of facility (Mark one response for each letter)
a. ___clean ___unclean b. ___cheerful ___dull
c. ___old building ___fairly new-to-new building
d. ___residency ___apartment building
___church ___school
e. ___other (specify) _____

*8. Type of neighborhood (Mark one response)
___residential area
___non-residential area (commerical or institutional)
___rural area
___other (specify) _____
9. Other comments _____

_____

IV. Program

1. Type of activities provided _____

_____

2. Approximate time children spend doing the following: (Percentages)

____watching T.V.	____playing indoors
____enrichment activities (field trips, etc.)	____playing outdoors
____receiving social services (health care, diagnostic testing, etc.)	____instructional activities (reading, math, etc.)
____eating	____career preparation (skills such as carpentry)
____other (specify)	____taking naps

_____

3. Tutoring or assisting with subject matter provided__yes__no
4. Meals provided__yes__no
   (If yes, which meals_____)
5. Special services_____
6. Other comments_____

_____

V. Enrollment

1. Present enrollment____before school (___females___males)
   ____after school (___females___males)
   ____before & after school (___females___males)
2. Average enrollment number per day____before school
   ____after school
   ____before and after school
3. Capacity enrollment____before school
   ____after school
   ____before and after school
4. Age range enrolled_____
5. Average number of months a child remains in setting_____
6. Is care available during the summer months____yes____no;
   holidays ____yes____no
7. Other comments_____

_____

VI. Entrance Requirements

1. Age range accepted_____
2. Different nationalities/racial backgrounds accepted__yes__no
3. Special children accepted (check appropriate areas)
   ____handicapped (physically)
   ____mentally retarded
   ____emotionally disturbed
   ____other (specify)_____
4. Family income requirements__yes__no
   (If yes, explain_____)
5. Physical examination required__yes__no
6. Children with colds or other minor illnesses allowed to attend
   __yes__no
7. Other comments_____

_____

. Costs (fees)

1. Cost per child (Fill-in all appropriate costs)
   ____per half day (before or after school services)
   ____per day (before and after school services)
   ____per week (covers time_____)
   ____per month (covers time_____)
   ____no charge (funding source_____)
   ____other (specify) _____

2. Any costs per child based on family income___yes___no
   (If yes, explain_____)
3. Special family rates___yes___no
   (If yes, explain_____)
4. Special arrangements for low income families__yes__no
   (If yes, explain_____)
5. Special charges (Mark appropriate responses)
   ____transportation____field trips____meals
   ____insurance____health care
   ____other (specify)_____

6. Other comments_____

   _____

II. Other Data

1. Would you provide care for children under the age of six?__yes__no
   (If yes, ask what the lowest age limit accepted and other requirements)

   _____

2. What are some problems of operating a program like this?

   _____

   _____

onclude the survey and thank the person interviewed.

Interviewer's evaluation